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BIBLIOTHECA · BODLEIANA ·
DOMINUS ILLUMINATIO MEA

BIBLIOTHECA · BODLEIANA ·

A NEW ARRANGEMENT OF THE ENGLISH VERB,

According to the simple analogy of its Tenses, and the collected opinions of HARRIS, LOWTH, PRIESTLY, BEATTIE, CROMBIE, &c. [Vide *Preface*, also illustration and explanation of the Compound Verb, pages 49 and 50.]

TO LOVE.

Present.. love. Past tense.. loved. Past participle.. loved.

INDICATIVE MOOD.

ACTIONS INDEFINITE and TIME INDEFINITE		PRESENT—I love.	Emphatic.. I (*do*) love. Poten.-I (*may* or *can*) love	
		PAST—I loved.	Emph.-I (*did*) love Poten.-I (*might*) love	Vide p.50, N°c,e.
		FUT. PRES.—I shall or will love.		
		FUT. PAST—I should or would love.		
DEFINITE PROGRESSIVE ACTIONS, performed in INDEFINITE TIME, either *relatively* present or past. [Vide Obs. p. 39, about -*ing*, &c.]	PROGRESSIVE, INCOMPLETE.	PRES.—I am loving.		
		PAST—I was loving.		
		FUT. PRES.—I shall or will be loving.		
		FUT. PAST—I should or would be loving.		
		PRES. PERF.°—I have been loving.		
		PAST PERF.—I had been loving.		
		FUT. PERF.—I shall have been loving.		
DEFINITE COMPLETED ACTIONS, but TIME INDEFINITE pres. or past.		PRES. PERF.°—I have loved.		
		PAST PERF.—I had loved.		
		PRES. FUT. PERF.—I *shall have loved.		
		PAST FUT. PERF.—I *should or would have loved.		

IMPERATIVE MOOD.—2. Do thou love. 2. Do ye or you love.

†INFINITIVE MOOD.—To love.

‡ { PARTICIPLE OF PROGRESSION—Loving.
PARTICIPLE OF COMPLETION — Loved.

Note. A good Exercise on the Verb is, to give copies of this Table, or of the one p. 49, with the letter press left out, that it may be filled up by the Student. ° PERFECT, or *complete*.

* Instead of *shall* and *should*, if *may* or *might*, *can* or *could*, were inserted, we should have what is called the PRES. PERF. and PAST PERF. *potential* (see "*actions indefinite*," above).

† Or *Substantive* mood. ‡ Or *Adjective* mood.

LANGUAGE OF THE ENGLISH,

OR THE

GRAMMARIAN'S TEXT-BOOK,

IN WHICH THE
PRINCIPLES AND PRACTICE OF THE LANGUAGE
ARE ILLUSTRATED AND EXPLAINED, ACCOMPANIED
WITH
A COMPLETE COURSE OF EXERCISES.
ADAPTED TO ALL CLASSES OF LEARNERS,
WITH LOGICAL, PHILOSOPHICAL, INDUCTIVE, AND PRACTICAL OBSERVATIONS
FOR
THE MIDDLE AND HIGHER CLASSES OF SCHOOLS,
AND ARRANGED WITH A VIEW TO EMBODY THE RESEARCHES
AND DECISIONS OF THE MOST EMINENT GRAMMARIANS,
FOR THE USE OF
PRIVATE STUDENTS.

BIBLIOTHECA · BODLEIANA ·

By W. T. IMESON, B. A.,
Graduate of the University of London.

"There are so many advantages of speaking one's own language well, and being a master in it, that let a man's calling be what it will, it cannot but be worth our taking some pains in it."—LOCKE.

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PREFACE.

It is the object of the Author, in this treatise, to furnish the private Student with a complete view of the English Language, and in a small work, by tables and other arrangements, to embody as much or more valuable matter than the largest works of the kind. It has been his object, further, to make a *class reading-book* of Grammar, to be read, again and again, with the Teacher's comments; and, for this purpose, the text has been divided into portions, to suit a class and keep up their attention. These portions consist of one, two, or three lines each, generally containing some principle. The sections, sub-sections, and examples have been numbered for this purpose, as well as to aid in the exercises. The Syntax will be found very serviceable as reading lessons, each pupil reading one example and then the comment. Every variety of phrase has been supplied and explained.

It has been thought that a clear exposition of principles, frequently read by the pupil and further explained by the teacher, or illustrated by the matter in the notes, would better enable learners of all classes to do the Exercises and advance in the Language than all the lessons that are usually given to be *learnt by rote;* for nothing will certainly remain on the mind if it does not enter into an understanding of the subject. Various observations subjoined are to supply the place of a Teacher for Adults.

The Teacher will do well to vary his observations to the *standing* of the class, and this he may do with advantage from this Work; for especial regard has been had to the views of those who, rejecting "*the parrot system*," have found no manual that they could use according to their more enlightened ideas of continual illustration and explanation.

Few Grammars do more than slightly advert to the advantages of considering "*the mother tongue*"—the Anglo-Saxon—in relation to our own. Such is the force of habit, that the most philosophical reasons are often unable to work a salutary change in the practice of the Educator; for this reason, though much is inserted on this point, it is confined principally to the notes.—

Youth of the tenderest years are urged to the study of the Greek and Roman languages, in which the people of very remote eras conveyed their thoughts, while the groundwork of our own tongue, a basis for the thoughts, usages of language, and literature of more immediate generations, is passed by.

The Greeks and Romans thought and spoke in circumstances very different from our own; and in their literature, full as it is of the graces of diction, their allusions are often too remote to be arrived at by any but the practised scholar. These languages are certainly a valuable mental discipline when youth have acquired sufficient ability for the task; but for the ordinary purposes of instruction, we think the mere power of determining the root of a word. derived from the Greek or Latin, is a small recompence for four or five years' study of the Classics, especially when the same result may be obtained in another way. [Vide Exercises on Derivation, p. 127.] An individual might know much more of what is truly English, as derived from the Anglo-Saxon, in four or five months. In the observations appended to the text of this Work, in the Introduction, and in § 26, &c., it will be seen to what stock of languages the English belongs, and how much every form of inflection or conjugation has derived from the "mother tongue." In the *observations*, I propose also to bring these matters within the grasp of well-taught school boys, or those who desire to know more than I have included in the *mere text* for beginners.

The arrangement of the Regular Verbs, as a whole, will be found to differ from that of all Grammars, as designed to exhibit the *analogy* of the English tenses, with a view to practical advantage. The scattered parts of the whole are to be found in various authorities. I have presumed to arrange them. Let not the critic hastily peruse and as hastily condemn what has cost much research and close thinking; for, as the present is verifying the presumptions of the past, in every walk of literature, the future may verify the apparent presumptions of the present, and much that is not yet received, may be afterwards regarded as certainly established.

The Irregular Verbs are treated as derivatives from the Anglo-Saxon, and as verbs that have received *more or less change* as they have been more or less affected by the *present* tendency of the language to take a particular *final sound.* Cobbett, if I mistake not, treated the matter as if the sound *d* or *ed* was the original form. It might have been done for practical purposes, but it was certainly encouraging tendencies to a wrong impression of the *nature* of the Irregular Verbs. True Etymology *reduces* irregularity by making the rules of Grammar not *exclusive*, but *general.* In language itself there is little irregularity; it is our ignorance of the processes that change words—

those vital and absolute, necessary and habitual, ordinary and extraordinary, positive and ambiguous processes that operate on language under the influence of time and place, physical and mental circumstances. According to my arrangement, the Irregular Verbs are much easier to learn, for, as in Art. 65, 66, &c., the *law of their formation* will be seen; and there is the advantage of understanding something of their original character and present tendencies.

The Syntax is practical; for the examples are *first* presented, and the explanation *follows*. I have found, from experience, that curiosity prompts to learn the explanation of an Example, when stated before the principle on which it depends. On the contrary, I have found the principles of Syntax, when given before the example, have been vaguely understood, because the mind was not sufficiently interested to think much of the application, or to see its force.

The whole Work has been numbered, for easy reference. The Exercises are comprehensive, and the sentences given for correction are various. The exercises are intended to present to the pupil all the essential points requisite for proficiency in English Grammar. Points that may have escaped the notice of the most attentive pupil, are again and again brought forward, according, in some measure, with the very efficient plan of Ollendorf, followed by Arnold and others, in which *imitation* and *repetition* are the most prominent features. It is interesting to notice the mistakes of the *best* writers, and on this account their works are frequently adverted to. In the elucidation of any particular point of Grammar, the works of Lowth, Beattie, Harris, Campbell, Priestly, Crombie, Booth, and many others, have been consulted; in fact, the whole has been composed with such care, that, while the beginner may use the text with advantage, the advanced pupil may derive profit from considering many important points under a changed aspect. Opinion is divided as to the propriety of introducing *bad* English; but what do we know of *good* English but by its comparison with what is bad in the language of others, or in books? Besides, some of the best and most philosophical Grammarians* are not yet content to limit themselves to the Elliptical Exercises, and to exclude those on bad English: to *their* practice, therefore, I have thought it wiser to conform. It will be seen, from the Work itself, that the position I have taken up is a distinct one. Utility has been my constant aim. I have no desire to change what is happy, or to vary what is good; but to supply important points of Grammar, and to introduce them to the ordinary scholar, arranged on principles that accord with the genius of the language. Many important points adverted to in this Work, are *yet* excluded from the ordinary school books, or they are thrown in the shade, while

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* Vide Macculloch, &c.

Lowth is made the arbiter of the language through the medium of his imitators. It is not worth while to mention these Authors, as their works are popular in the schools; but, as grammatical principles are more investigated, the radical structure of our own language will be better understood, and the general rules of Ancient Grammar found inadequate to explain the peculiar idioms and structure of a thousand elegant forms in the English language.

The Grammar of Lowth, however, is not to be depreciated. He pointed out the remarkable deviations of our polished writers, in attending to the Latin, and neglecting the English idiom. He purified the style of Grammar, and expressed its rules, with the ease of a consummate scholar; but nearly a century has made great changes in the views of scholars with respect to our own language.

Before Lowth, and in the time of Dr. Wallis, the English Grammars were written in the Latin tongue; the supposed necessity for this, has influenced the system pursued in endowed schools even to the present day. Early in the last century, some learned men were employed to compile a Grammar; but this, with Fisher's, failed in an adequate distinction of the parts of speech, and left the nouns encumbered *with all the Latin cases.* In the middle of the last century, Greenwood, like Lilly, fettered the verb with the principal laws of Latin Grammar. But to him we are indebted for one excellence;—setting aside the Latin cases, he demonstrated that in the modern form of an English noun we have but *one* variation of case. After Lowth, came Ash and Shaw. The latter enlarged on the plan of Lowth, but unaccountably adhered to the *six* cases of the noun. Dr. Priestly then distinguished himself by his original collection of grammatical examples and remarks. When Dr. Blair's lectures on Rhetoric and the Belles-Lettres appeared, Lindley Murray set about compiling his Grammar from Lowth, Priestly, and Blair, following Shaw's improvement in the conjugation of the verbs. It was a "*compilation,*" as stated in the introduction; but the very inaccuracies and inadvertencies of his models were introduced, and, though some of them were afterwards corrected, they have since appeared in their original form. Many Grammars appeared after this, with different objects in view. Macculloch's stands high as a philosophical work. Others have great merit with respect to their particular objects. Some have written Grammars *to suit the understanding* of "very young children." I think, with Booth, that grammar, in its *simplest* form, is a critical examination of language; and the pupil must be able to *read*, and, in *some* degree at least, to *understand* the passage which he has to examine, before he is capable of *distinguishing* the parts of speech one from the other. This indeed *is the first* grammatical step of the pupil.

Finally, the object of the Author has been to establish by deduction what is the general usage, and to shew that Grammar is insufficient, of *itself*, to make laws, according to which Language has been constructed, and that Grammar, in its legitimate sphere, is the *corrective of practice;* hence the *variety* of phrases in the Syntax, and in the Exercises, &c., taken from the best Authors, and placed between inverted commas, most frequently with the name of the Author subjoined.

Now, a word to the Teacher, not by way of dictation, nor presuming anything,—but merely suggesting that he should not be above using the *simplest* illustration, and such as may help the Pupils to *think of* and *think out* the subject; then he will distance in the race all who depend on *mere mnemonical contrivances*, or "*learning by rote.*" *Memory* is a *subordinate*, the *handmaid* of the *Judgment*, and not the *mistress* of the Faculties. Each is necessary to the other in her *right* sphere, but *any* perversion of the order of nature is mischievous. The Parent and the Teacher too frequently deceive themselves, and cripple the energies of their charge, by the *forced* growth of certain faculties, and of the *memory in particular*. The Pupil *ought* to repeat from memory, but not as if *to repeat were to understand.* There is a *habit of mind* to be cultivated in study, and so important is it, that the mere *recollection* of *most* subjects, irrespective of their value as the means of *mental discipline*, is *comparatively* of little value.

This Grammar is especially suited to the Teacher who pursues the middle path between the frequently *profitless*, *undirected fagging* of the pupil under the old system, and the *mere oral instruction*, unattended with exercises of any kind, adopted by some, in which the pupil is not called upon to think much, and in which he may, if he please, leave the whole weight of exertion to the Teacher, and remain himself *still ignorant.*

The Student of Grammar has been considered as a "*Disciplinarian*," and as such we have endeavoured to meet his particular wants. It remains with the Teacher to *vary*, *extend*, or *improve* the exercises, according to his own experience and the wants of his pupils. It is thought, however, that the exercises will be varied enough for all the purposes of the instructor.

CORRECTIONS.

Page 5, Obs. for "*both predicates and copulas,*" read "*predicates.*"

Page 17, line 14, for "thine eye," read ("*thine* eye." Vide § 9.)

Page 17, for "*apostrope,*" read "*apostroph.*"

Page 25, Table of Pronouns, for "*participle,*" read "*particle.*"

Page 26, Obs. No. 7, for "*last,*" read "*lost.*"

Page 27, line 18, for "*remains,*" read "*remain.*"

Page 51, in the last line, omit "*incomplete.*"

Page 52, omit the *Note*, as being applicable *in part* only (see Frontispiece).

Page 96, line 7, for "*as.ma,*" read "*as..ma.*"

Page 118, for footnote in some copies, †"*Holy,*" "*underneath,*" "*while,*" read "*obsolete.*"

Obs.—"Transit" in p. 28, is an Americanism. "*Transition*" may be used.

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A BRIEF HISTORICAL INTRODUCTION

TO THE

ENGLISH LANGUAGE.

THE history of the English Language, as spoken in England, began in the year 449.

Our language, in its earliest stages, was *not the native language of Britain,* and must not be called British. It was the native language of Germany, and it is related to the modern German.

Most of the English population came originally from the lands about the rivers Eider and the Elbe.

Kent, under Hengist and Horsa, was the first district where the original British tongue was superseded.

As the Jutes came to Kent, the dialect of the Jutes prevailed there.

The Saxons under Ella, from Northern Germany, next introduced it into Sussex.

Cerdic (A.D. 495) next introduced it into Hampshire.

Obs.—Cerdic formed the kingdom of the West Saxons, or Wessex.

Essex was the next district where the mother tongue of the present English was used.

In Norfolk and Suffolk the particular dialect of the Angles was introduced.

Obs. Our mother tongue was introduced to the S.W. of Scotland by the Angles, A.D. 547. It is probable the Angles came from the Duchy of Sleswick, the Jutes from Jutland.

As the New Language spread, the old British retreated to the principality of Wales.

The *original British* was the mother tongue of the present Welch.

In Cumberland the *original* British was extant in the tenth century. In Cornwall it was currently spoken in the reign of Queen Elizabeth. In Wales it exists at the present moment.

In A.D. 836, the dialects of the Jutes, Angles, and Saxons were considered as *constituting a single language.* This language is the Anglo-Saxon—the mother tongue of *the present English.*

The comparison of the present English of the 19th century with the Anglo-Saxon of the 9th, shews—

1. That the Anglo-Saxon contained words that are wanting in the present English; 2. That the Anglo-Saxon contained words that are differently used in the present English; 3. That the present English contains words that were wanting in Anglo-Saxon; 4. That the present English contains words that were differently used in Anglo-Saxon; 5. That many words *lost in current English* are *preserved* in the provincial dialects; 6. That foreign words have made a great change since the time of the Anglo-Saxons; 7. That words found in *both* languages appear *in two different forms;* 8. That grammatical forms in the Anglo-Saxon are *wanting* in the present English; 9. That the present English contains forms that are wanting in the Anglo-Saxon; 10. That grammatical forms found in both languages appear in two different ways; 11. That many Anglo-Saxon phrases and sentences are inadmissible in modern English, and *vice versa.*

The first great change was effected in the Anglo-Saxon in the year A.D. 1066. A vast number of French words were then introduced into the language of England.

So great a change had taken place that, from A.D. 1150 to 1250, the language is called *Semi-Saxon.*

After this, till the time of Richard II. we have what is called *Old English.* This Old English agrees with the Anglo-Saxon more than with the present English.

From the reign of Richard II. to that of Queen Elizabeth, the language is called *Middle English.* It differs in many points from the present English, but more from the Semi-Saxon and Anglo-Saxon.

The language under James I. presents many peculiarities. It is the language of Shakespear and Ben Johnson, and called *Modern* (or *New*) *English.*

This is an exhibition of the stages of the English Language, from the time of the Ancient British to the present day.

Kindred dialects are, the Old Saxon, Old Frisian, Old High German, Mœso-Gothic, and Old Norse.

These Languages constitute what is called *one great stock,* viz. *the Gothic.*

The Divisions of English Grammar.

In exhibiting, in a systematic form, the principles and usages of the Language, we shall comprise in the present Volume the Three Parts of English Grammar—ORTHOGRAPHY, ETYMOLOGY, and SYNTAX, with a complete Course of Exercises; and we shall leave, for the present, the fourth part, PROSODY; or, at least, only just refer to that part of it which is absolutely necessary.

§ 1. ORTHOGRAPHY.

1.—Orthography treats of letters, syllables, and the spelling of words.

A letter is a mark, or character, representing an elementary sound in language.

The Alphabet of the English language is both redundant and defective, and is not strictly made up of elementary sounds.

Letters are divided into vowels and consonants.

A *vowel* is a letter which makes by itself a perfect sound.

A *consonant* is a letter which cannot be sounded without a vowel.

A, e, i, o, u, (and *w* and *y,* when they do not begin a word or syllable,) are vowels.

The remaining nineteen letters (with *w* and *y,* when they begin a word or syllable,) are consonants.

In the word *voice* two vowels are placed together, and *both are heard.*

Every similar union of *two* vowels is called a *proper* diphthong.

In the word *eagle,* two vowels are placed together, and *one* only is heard.

Every similar union of two vowels is called an *improper* diphthong.

The forms *eau, ieu* and *iew,* are called triphthongs, from the union of three vowels.

2.—The following are the instances in which a *capital*, and not a *small* letter, is to be used at the beginning of a word:—

The first word of every sentence, whether in prose or verse; the first word of every line in poetry; the first word of a quotation in a direct form; the names of the Supreme Being; all proper names; the names of the days of the week and the months of the year; any word which the writer may think very important, as, the Reformation, the Incarnation; the pronoun I, and the interjection O; and generally also the name of an object personified, as, "O Grave, where is thy victory?"

A, *an*, and *wand*, are all syllables. Every syllable must have at least one vowel.

Words of one syllable are called *monosyllables*.

Words of two syllables are called *dissyllables*.

Words of three syllables are called *trisyllables*.

Words of four and more syllables are called *polysyllables*.

SPELLING is the art of expressing words by their proper letters.

(Pass to the EXERCISES 1, 2, 3, 4, 5, 6.)

§ 2. PROPOSITIONS.

3.—In order to comprehend fully the nature and objects of Grammar in its practical bearings, we must be familiar with the nature and structure of Propositions.

It is not the usage of languages to take always the simple regular form of a Proposition.

Every proposition has *three elements*, or parts—SUBJECT, PREDICATE, and COPULA.

Obs.—The simplest and most regular affirmative propositions consist of three words, (neither more nor less,) and the negative one of four.

In each proposition an assertion is made. If there were no assertion, there would be no proposition.

AFFIRMATIVE PROPOSITIONS.			NEGATIVE PROPOSITIONS.		
Subject.	*Copula.*	*Predicate.*	*Subject.*	*Copula.*	*Predicate.*
man	is	mortal.	man	is not	mortal.
life	is	short.	life	is not	short.
summer	is	pleasant.	summer	is not	pleasant.
bread	is	cheap.	winter	is not	cold.

Obs.—Such words as man, woman, bow, arrow, wealth, are capable of forming, *by themselves*, SUBJECTS. Such words as good, cold, hunting, hunted, beaten, are capable of forming, *by themselves*, *both predicates and copulas.* In addition to these three classes of words, we have those that, like *not*, convert an affirmative copula into a negative, and those that can form only *parts* of propositions.

It is asserted of summer, the subject, that it is pleasant.
It is asserted of man, the subject, that he is mortal.
It is asserted of bread, that it is cheap.
In each proposition, we may insert *not* after *is*.
The assertion still remains; the proposition remains.
The first negative assertion is a *false* one.
The fact of man's being mortal is affirmed positively.
The fact of man's being not mortal is also affirmed.
Every proposition belongs to one of these two classes.
Is expresses affirmation, and is a necessary element.
Is not expresses denial, and is a necessary element.
"Man mortal," "life short," are only parts of propositions.
"Is mortal," "is short," of themselves, are useless combinations.
"Life is," "man is," are fragments that speak of things.
They are fragments that state nothing about those things.
In "man mortal," nothing is affirmed or denied; the copula is wanting.
In "is mortal," we want the subject of the assertion.
In "man is," we state nothing concerning him; there is no assertion.
The assertion made concerning any thing is called the predicate.
The copula connects the predicate with the subject.

Notice especially the predicates in *ing*, *ed*, *en*, last Obs.

All subjects that could by themselves form subjects, *can* also by themselves form predicates.

All the words that can by themselves form predicates, *cannot* by themselves form subjects.

Man *dies*.	The copula and predicate are expressed in a single word.
Flowers *fade*.	

In "man dies," the predicate in full would be "dying."

In "flowers fade," the predicate in full would be "fading."

In the first, the copula in full would be *is*.

In the second, the copula in full would be *are*.

The *parts* of Propositions are referred to in the last Observation.

These parts indicate a fresh point in the structure of sentences.

We could not say "The sun is brightly:" *brightly* is not a predicate.

It would be quite correct to say, "The sun is shining brightly:"

The word "brightly" is subordinate to the word "shining," the predicate. It is a *part* of the predicate.

All words are subordinate to the three elements of a proposition.

They are called *parts of propositions*, to distinguish them from the elements.

§ 3. ETYMOLOGY.

4.—Etymology treats of the *classification*, the *inflection*, and the *derivation* of words.

The words of the English Language may be all arranged under eight classes, called *Parts of Speech*, viz. *Noun*, *Adjective*, *Pronoun*, *Verb*, *Adverb*, *Preposition*, *Conjunction*, and *Interjection*.

GENERAL VIEW OF THE PARTS OF SPEECH.

5. NOUNS.—The first attempt at language was to give names to things.

Some objects are perceived with the outward senses; as, Man, song.

Other objects are perceived by the understanding: as, Vice, discretion.

We can make all these SUBJECTS of PROPOSITIONS.

By themselves, they can be either subjects or predicates.

A noun that is the *name of a thing* is called a SUBSTANTIVE.

6. Concerning such and such objects, we can assert such and such qualities* as conjoined with them.

Concerning man, we can say he is mortal;

(i.e.) He is endowed with the quality of mortality.

Concerning bread, we can say it is cheap;

(i.e.) It has the accidental quality of cheapness.

Such words express *qualities* belonging to the object.

Words *expressive of qualities conjoined* are called ADJECTIVES.

Such words can by themselves form predicates.

Adjectives, however, cannot by themselves form subjects.

7. There is a connective class of words called PRONOUNS.

They are like nouns, and SUBSTITUTES for them.

Like nouns, they are capable of forming subjects.

Like nouns, they are capable of forming predicates.

Unlike nouns, they are *not* names of objects.

They are—I, thou, he, she, it, we, ye, they, this, that, these, &c.

I is not the name of one object more than another.

It varies with the speaker, whoever he or she may be.

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* The ordinary definitions are faulty. The Adjective does *not* express the quality simply, but *the quality or property as conjoined with a substance;* or, as Grammarians have termed it, *in concreto*. In "*A good man*," *goodness* is the *name* of the quality, and good is the adjective expressing that quality *as conjoined* with the subject, *man*.

When John says *I*, it means John. When Mary says *I*, it means Mary.

The word *thou* does not denote one object more than another.

When *thou* is said to John, it means John.

When *thou* is said to Mary, it means Mary.

The word taken by itself is not the name of one more than the other.

8. The VERB is considered the most important part of speech.—The word *verb* is from *verbum, the word.*

Its essence, or property, consists in *affirmation.*

By this it is distinguished from every other part of speech. There is no assertion made without the verb.

The simplest of all verbs is the verb TO BE.

It is called by the Greeks "the verb of existence."

After the Latins, we call it a *substantive* verb.

It can by itself form Copulas of Propositions.

Every subject of discourse is spoken of as *doing or suffering,*

As *acting or acted upon,* or as *neither doing nor suffering.*

Hence we have ACTIVE, PASSIVE, and NEUTER VERBS,

Called also COMMON VERBS, to distinguish them from the substantive verb.

Take the phrase, "The plant is growing."

"Growing" is an adjective of a peculiar sort.

It is a predicate, and in this respect agrees with adjectives.

It conveys the notion of action, and in this it agrees with verbs.

Words of this form and character are called PARTICIPLES*.

Every Verb can be reduced to the Verb Substantive and Participle.

Take the phrase "I speaking," omitting the copula.

The expression, as it stands, is without sense.

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* From *pars*, part, and capio, I take.

Take the words "I speak," and it makes sense.

"I speak" constitutes a proposition, "I speaking" does not.

The fact is, "speak" is equivalent to "am speaking,"

That is, "speak" constitutes both predicate and copula.

And words that constitute *both* are called COMMON VERBS.

Verbs are to be considered in respect of—1. Person; 2. Number; 3. Mood; 4. Tense.

As the quality of a Substantive is expressed by the Adjective,

So the energy of a Verb is expressed by an ADVERB.

Obs.—They have been called attributes of the second order.—"Adjective and Verbs," says Mr. HARRIS, "denote the attributes of Substantives; so there is an inferior class of them which denote the attributes only of attributes." He refers to the Adverb.

9. There is a class of CONNECTIVES called PREPOSITIONS*.

These are in language what the finger-post is to the traveller.

All material objects exist in space, and must have a relative position one to the other.

The relations of words will be destroyed, and the sense destroyed, by removing the Prepositions.

Ex. I saw a dog....a man....a distance....the church.

If the Prepositions *near*, *at*, *from*, are supplied, we have—

Ex. I saw a dog near a man, at a distance from the church.

Prepositions express a connection of things, as above.

They also express a connection of actions; as, "They abstained *from* wine, *according to* his precept."

10. There is another CLASS of CONNECTIVES called CONJUNCTIONS†.

They are used to connect words, but more particularly sentences.

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* *From præ*, before, and *pono*, I place.

† *From con*, with, and *jungo*, I join.

Conjunctions are generally classed as conjunctive and disjunctive.

The latter class mostly runs in pairs, as,—

Ex. "*Either* the one *or* the other must be blamed."

The best rule to know Conjunctions is by their situation.

Obs.—According to HARRIS, there are three sorts of connective words, Pronouns, Prepositions, and Conjunctions. Each connects by a different idea: 1. Pronouns supply the place of a Noun; 2. Prepositions connect *single words* by annexing to them various relations which they had not before; 3. Conjunctions are like stronger sinews and tendons in the natural body, because they link different meanings together, and consolidate the several periods of a discourse.

§ 4. NOUNS.

11.—NOUNS are *names of things*, *names of states or actions*, and *names of qualities*.

Nouns are referred to by means of pronominal or adjectival words, among which *a* and *the* are most conspicuous.

"A man," "a tree," means "one man," "one tree."

There is no reference to any tree in particular.

Obs. "I must acknowledge the distinctive name of Article assigned to *a* and *an*, appears to be useless." *Dr. Crombie.*
The is "the demonstrative word; *that* abbreviated.--*Dr. Crombie.*

"*The* man," "*the* trees," alludes to some particular *object*, or *objects*, otherwise mentioned.

A child gets first a general notion of an object; as, "man," and from this he passes to his individual name; as, Charles, Robert, &c.

"Man," and all words denoting a class, are called COMMON[*] NOUNS.

PROPER NOUNS are the names of individuals only; as, Charles, London.

Man, horse, are said to be in the *singular number*: each word stands for one object.

Men, horses, are said to be in the *plural number*: each word stands for more than one object.

The general rule for the formation of the plural is, to add an s to the singular.

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[*] Or, appellative.

12. *Exceptions are comprised in the following Table.*

		SING.	PLU.	SING.	PLU.	SING.	PLU.
- S	Words ending with these letters have ES in the Plural, as,	Class	Classes.	Man	Men[9].	Die	Dies[18]
-SH		Rush	Rushes.	Child.	Children[10]	Die	Dice.
CH		Inch[1]	Inches.	Foot	Feet[11]	Virtue.	
- X		Fox	Foxes.	Ox.	Oxen[9]	Insolence[19]	
- O		Echo	Echoes.	Cow	(Kine)[12]	Gold.	
-IO	S.	Folio	Folios[2].	Penny	Pence[13]	News[20]	
- Y	IES.	Sky[3]	Skies.	Brother	Brothers.	Alms[21]	
- Y	S.	Day[4]	Days.	Brother	Brethren[14]	Riches[22].	Riches.
-FE	VES	Loaf	Loaves[5]	Swine[15]	Swine.	Bread.	
		Sheep.	Sheep[6].	Wheat	-	Pains[23]	Pains.
		Hose	Hose[7].	Wheat	Wheats[16]		Folk[24]
		Means.	Means[8]		Thanks[17]	Fish.	[25]
						Pea	[26]

☞ *The Figures in the Table have reference to the Observations below.*

OBSERVATIONS FOR ADVANCED LEARNERS.

1. Where CH is sounded hard, as stomach, the plural is stomachs.—2. With nouns in IO, join *junto, canto, tyro, grotto, portico, solo,* and *quarto*, as these have s only in the plural.—3. Such substantives were formerly written as skie.—4. Y with a vowel before it is not changed into IES. Good authors frequently err in this respect; as, "Chimnies with scorn rejecting smoke."—*Swift.*—5. The following words follow the general rule: *hoof, roof, grief, dwarf, mischief, handkerchief, relief, muff,* and all in ff, except *staff, staves.*—6. Some words are used alike in both numbers, as either singular or plural.—7. Hosen is an obsolete plural; it occurs in the Bible: "These men were bound in their hosen."—Dan. iii. 21.—8. In all the best authors, I find this word as much used in the singular as in the plural.—9. EN is a Teutonic termination, still retained in a few words.—10. Childer is a provincial term, but it is the basis of the word child-r-en. It is thought to be a double plural; the r and EN point to such in the Anglo-Saxon.—11. There are a few of these forms of the plural; as, *goose, geese:* they are considered among the oldest forms in the language.—12. Kine (cowen) is occasionally met with, though now obsolete.—13. Six pennies means *six separate penny pieces.* Six-pence means a single coin, equivalent to six penny pieces.—14. Brethren denotes persons of the same society or profession. Brethren in Scripture is used for brothers.—15. Some singulars have *a* only to distinguish them from the plural; as, *a* swine, *a* deer.—16. Wheat and such words have no plural, as things measured or weighed, but only as varieties.—17. A singular is found in the Bible; as, "What thank have ye?" 18. Dies (for coining); Dice (for gaming). 19. Names of abstract or moral qualities have no plural. Hume uses the word "insolences," but "acts of insolence" is better. 20. Rarely in the plural. 21. The Anglo-Saxon form was "ælmesse," hence, with respect to its form, it is singular. It is occasionally used in the plural. 22. From the French singular "richesse." 23. Pains, with respect to its form, is plural, from "peine." It is used by the best writers as singular and plural. 24. Folks is superfluous: the word folk implies plurality. 25. It is said, *fishes* refer to number; *fish*, to quantity. In the latter case, some call it a *collective noun* singular. 26. It is said, *peas* signify the seeds as distinct objects; *pease*, the seeds in a mass; or it is like *wheat*, a collective singular.

13. WORDS THAT RETAIN THEIR FOREIGN FORMS.

Sing. UM becomes in the *plural* A, in animalculum, arcanum, automaton, criterion, datum, desideratum, effluvium, encomium, erratum, memorandum, phenomenon, stratum.

Sing. IS becomes in the *plural* ES, in antithesis, axis, basis, crisis, diæresis, ellipsis, emphasis, hypothesis, metamorphosis.

Sing. EX or IX becomes in the *plural* ICES, in apex, appendix, index, vertex, vortex.

Sing. US becomes in the *plural* I, in focus, genius, ignis-fatuus, magus, radius, stimulus.

Sing. calx becomes calces; cherub, cherubim; genus, genera; lamina, laminæ; monsieur, messieurs; stamen, stamina; virtuoso, virtuosi; beau, beaux.

(Turn to Exercises 25, 26, 27, 28, 29.)

§ 5. OF GENDERS*.

14. Every substance is either male or female, or neither one nor the other.

In English all male animals are considered as *masculine;* as, a boy.

All female animals are considered as *feminine;* as, a girl. (Parent, child, &c., are of *either*† gender, *i.e.* mas. *or* fem.)

All things inanimate, or destitute of sex, are termed *neuter*‡; as, a stone.

15. *There are three ways of distinguishing the genders:*

1. By wholly different words; as,

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* In English *substantives* there is no *true* distinction of gender. In Anglo-Saxon the distinction existed.

† The appellation "common Gender," in this case, is not sufficiently descriptive. It serves, however, for "Parents," &c., in the *plural.*

‡ *Neuter*, neither; as neither belonging to male nor female.

Male.	Female.
Bachelor	maid
Beau	belle
Boar	sow
Boy	girl
Brother	sister
Buck	doe
Bull	cow
Bullock Ox or Steer	heifer
Cock	hen
Colt	filly
Dog	bitch
Drake	duck
Earl	countess
Father	mother
Friar	nun
Gander	goose
Hart	roe

Male.	Female.
Horse	mare
Husband	wife
King	queen
Lad	lass
Lord	lady
Man	woman
Master	mistress
Milter	spawner
Nephew	neice
Ram	ewe
Singer	songstress or singer
Sloven	slattern* (SLUT)
*	vixen
Son	daughter
Uncle	aunt
Wizard	witch
Sir	madam

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* All the Grammarians have tacked the words *sloven* and *slut* together. *Slattern* is much better, as the feminine of *sloven*, for *both* these refer especially to *negligence in dress*. *Slut* is more particularly *a dirty woman*. With reference to their etymology, *sloven* was probably once a feminine, as *carlin*, an old woman, a word used by Burns. *Bruin*, the bear (in old High German, *pirinn*, a she bear); and *vixen*, a true feminine derivative from *fox* (German, fuchsinn). The termination *inn* is a German feminine affix, equivalent to our *ess*, and found only in the words referred to. *Sloven* may have become masculine only, in the same way as *songster*, from *sangestre*, a female singer; *sangere*, a male singer. There is a class of these words in Anglo-Saxon. *Seamster* was a female seamer; we have made it masculine, and added *ess* for the feminine. *Spinster* is the only word, I believe, that still retains its feminine force. The surnames *Webster* and *Baxter*, are derived from this class: the one means a female weaver; the other, a female baker (the same in Dutch). In the word *heroine*, we have a Greek termination, just as *ix* is a Latin, and *inn* a German one. Etymologists consider heroine quite distinct from hero in its derivation.

2. By partially different words, or by *composition*[*]; as,

A cock-sparrow	a hen-sparrow	A he-goat	a she-goat
A man-servant	a maid-servant	A he-ass	a she-ass

3. By *derivation*[†], or a difference of termination; as,

Male, abbot; *female,* abbess[‡]; actor, actress; administrator, administratrix; adulterer, adultress; ambassador, ambassadress; arbiter, arbitress; author, (often) authoress; baron, baroness; bridegroom, bride; benefactor, benefactress; caterer, cateress; chanter, chantress; conductor, conductress; count, countess; deacon, deaconess; duke, duchess; elector, electress; emperor, empress; enchanter, enchantress; executor, executrix; governor, governess; heir, heiress; hero, heroine; hunter, huntress; host, hostess; jew, jewess; landgrave, landgravine; lion, lioness; marquis, marchioness; mayor, mayoress; patron, patroness; peer, peeress; poet, poetess; priest, priestess; prince, princess; prior, prioress; prophet, prophetess; protector, protectress; shepherd, shepherdess; songster, songstress; sorcerer, sorceress; sultan, sultana or sultaness; tiger, tigress; traitor, traitress; tutor, tutoress; tyrant, tyranness; viscount, viscountess; votary, votaress; widower, widow.

English Substantives, except such as denote living beings, are all of the *neuter* gender.

Before the 17th century, *his* and *her* were necessarily used in speaking of things, for the neuter possessive *its* was not in existence.

This circumstance led to a *personification of things.* We still continue the practice when we say of the sun, " He is setting," or of the moon, " She is dim."

Workmen generally, when speaking of the implements of their trade, use the epithet " He."

Obs.—This is more perhaps the effect of accident, than of any natural law, for, while we use "he and she" for the sun and moon, as it is metaphorically used in the Classic languages, we find the reverse in the Gothic dialects, (not excluding the Anglo-Saxon); the moon is there masculine, and the sun feminine. In no language is sex assigned to things inanimate, according to any consistent or determinate rule. In the Classic languages, the gender of *sol*, sun; and *luna*, moon, was unalterably fixed; so that these languages were incapable of admitting the more animated phraseology of "She sails well," for "It sails well," as the English can do in speaking of a ship, &c.

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[*] Composition is the addition of whole words.

[†] Derivation is the addition of parts of words; as, *ess*, &c.

[‡] *Originally* abbotess. Some others also are contracted.

(Turn to the Exercises 30, 31, 32.)

§ 6. OF THE CASES OF NOUNS.

16. In English there are only three cases, *nominative*, *genitive* or *possessive*, and *objective* or *accusative* case.

Obs.---The Latins have six of these terminations, called cases, which are applicable to six different situations or conditions of the substantive, and they are named in accordance with the principal relation which each case is fitted to represent. The Latins *changed the end of the word* in forming their cases. *We* use prepositions before the word instead of these cases; as, for the Latin word Domini, we say *of* a Lord; and for Domino, we say *to* a Lord, &c.

If case be the *relations* which nouns have to other words, then all languages have cases.

If case be the *change of termination* in nouns, then the modern languages are almost all without cases.

EXAMPLES AND ILLUSTRATIONS.

17. *Ex.* "The King reigns;" "The King is powerful;" "The King rules his people."

In the 1 Ex. King, the *object* of the idea, is considered as merely *reigning*.

In the 2 Ex. King is the *subject* of a quality; he is *powerful*.

In the 3 Ex. King is the *agent* of an action, and *people* is the object affected.

In each of these senses, the word King is the SUBJECT, OR NOMINATIVE CASE.

It appears to be the *first* of the relations which we call case; it commands the whole phrase, and might be termed the *foregoing state.*

Ex. "He is striking him;" "They are striking him;" "They are striking them."

These are propositions; *he* and *they* are subjects; *is* and *are* are copulas; *striking him* and *striking them* are the predicates.

If we invert the position of the words, we invert their meaning; the dead languages are not so affected.

Observe, *he* and *him* above are the *same parts of speech*, of the *same gender*, of the *same number*, but of *different forms.*

The same may be said of the words "they" and "them." In one, there is the presence, in the other, the absence, of the letter m, (as also in "*he*," "*him*.")

The reason of this is, the words are in different cases: the word "*he*" is in one case, the word "*him*" in another.

Differences of this sort, expressed by difference of *form*, are said to constitute CASES.

It is the habit of languages, *more or less*, to express this difference of meaning, in *Nouns* and *Pronouns*, by a difference of *form*.

We cannot say, "*Him* is striking *he*," nor "*Them* are striking *they*;" because "*him*" and "*them*" are of the *objective case form*, and *cannot* be nominative cases, nor subjects of the verb.

Ex. "This is he;" "These are they." Notice the different position of "he" and "they" in these phrases.

They occupy the very *position* which the objective cases him, them, occupied in "He is striking him," &c., above.

"He" and "they" however are *not* of the objective form; but of the nominative case form.

How is it we can use "he" and "they" *after* the verb as well as *before* it, and yet not use "him" and "them" *before* the verb?

Because it is our custom* to employ the *nominatives* like "*he, they, we, ye,*" &c., as *subjects and predicates*; and because it is our usage to employ the *objective forms* "him, them," &c., as *parts of the predicate only,* and never as subjects.

A true nominative, then, (whether of personal pronouns, as in the examples, or of *nouns,*) is that form which can by itself constitute a *term,* or which is used as the *subject of an affirmation, or a question.*

A noun or personal pronoun is in the possessive case *when it expresses ownership* or possession; as, "a *bird's* eye," "*thine* eye."

A noun or personal pronoun is in the *objective case* when it constitutes *only part of a term,* as, "I like *him;*" or when it is the *object of an action;* or when it is the *object of some relation expressed by a preposition,* as, "I went *to him.*"

In the Ex. "James strikes John's horse," we have the three cases in their order.

The nominative and objective cases of Nouns are always alike; as, *nom.* Father, *obj.* Father

The nominative and objective cases of *personal pronouns* are *not* alike; as, *nom.* he, *obj.* him.

The possessive case of *nouns* differs from the nominative and objective by adding an *s* with an apostrope ('); as, Father's.

Ex. "He is going London." "*He*" is the subject; "*is*" is the copula; "*going London*" the predicate.

But "going London" is nonsense: "going" has not the same relation to "London" that "striking," in an example above, has to "him," yet they are both objectives.

It is here necessary to put "*to*" before the word "London;" that is all that distinguishes it from the nominative: such is *our* usage.

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* *Custom, or usage,* has been called "the Arbitress of Language."

The Romans would have *changed the termination* of the word, to distinguish it from the nominative: such was *their* usage*.

Obs.—Compare these two examples, English and Latin, word for word, and notice the changes especially that take place in *filius* and *pater*, and compare them with *son* and *father*.

"The father teaches the son."	"The son teaches the father."
Pater docet filium.	Filius docet patrem.

Filium and patrem (as accusatives) are usually placed first in Latin. In English, however, it is *essential* that the *nominative* precede.

Ex. "He fought *with* a lance." In some languages *with* would be omitted, and the word lance change its form.

In our language, lance is the object of the relation expressed by the preposition *with.*

Ex. "This is a picture of John." In many languages "*of*" would be omitted, and *John* change its termination.

The meaning of the phrase is, "This is a picture of which John is the subject."

Ex. "This is John's picture." The word *John's* is, in this instance, without *to, with,* or *of:* it has undergone a *change of form.*

The word John has been changed into John's.—Here a *true case is constituted.*

The meaning of the phrase is, "This is a picture in the possession of John."

The *idea of possession* is expressed by the addition of *'s*; and *John's* is an example of what is called the possessive case.

EXAMPLES OF NOUNS DECLINED.

	Singular.	*Plural.*		*Singular.*	*Plural.*
Nom.	Father	fathers	*Nom.*	Man	men
Poss.	Father's	fathers'	*Poss.*	Man's	men's†
Obj.	Father	fathers	*Obj.*	Man	men

Obs.—"*One,*" from the French "*on,*" meaning the *people at large*, is declined as a noun. "*Other,*" used *substantively*, is declined like *father.*

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* *They might also* have added a preposition, as motion towards an object *is intended.*

† *Men's* is formed like the Sing. Pos. *Man's*, because *the nominative* plural does not end in *s*.

Obs.—Mark the words "*father's*," and "*conscience'*" in "For conscience' sake:" in one, *s* is omitted, because words ending in *s*, *ss*, *ce*, &c., do not easily admit the hissing sound after them.

Obs.—In Anglo-Saxon, the form corresponding to the genitive ended in ES, the E was ejected, and it became 's. The form corresponding to the nominative plural was AS, but the A was ejected.

(Turn to the Exercises, 10, 12, 14, 17, 33, 34.)

§ 7. ADJECTIVES.

18. Adjectives in language correspond with the tints and hues of a painting.

As qualities adhere to things, so adjectives adhere to nouns.

They are called adjectives because they add a *distinct idea* to the noun.

Obs.—This definition is important, as including the idea attached by the Old Grammarians to the "*adjective noun*," or the word expressing the quality "*in concreto*." Horne Tooke contends that "adjective noun" is a right term, and that the adjective is by no means a necessary part of speech. Crombie is of the same opinion.

Adjectives are of two classes—adjectives of quality, and adjectives of number[*]; as, "A *good* boy;" "The *second* class;" "*Any* man."

Adjectives are *nouns of a subordinate class*, that appear to have originated from the noun; but they differ in many important points.

In "bright sun," "pale moon," "glittering star," the words *sun*, *moon*, and *star*, can stand alone.

Bright, *pale*, and *glittering*, have no precise meaning without being joined to a noun.

Many of the adjectives are literally surnames; as, "William Black," "Isaac Brown."

In the English language, adjectives never vary their terminations. They are *destitute of case*: the nominative, possessive, and objective senses are alike; as,—

NOM.	A *good* man.	A *good* woman.	A *good* sword.
POSS.	A *good* man's son.	A *good* woman's son.	A *good* sword's edge.
OBJ.	A *good* man.	A *good* woman.	A *good* sword.

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[*] "*Each*," "*every*," "*either*," are included, as referring to number *distributively*; "*both*," signifying *two*, "*only*" (one-like), "*several*," and "*some*," which implies more than *several*, but in opposition to "*many*."

The only way in which adjectives change their form is in respect of the degrees of comparison.

From the adjective in its POSITIVE or simple state, are formed the COMPARATIVE and SUPERLATIVE.

Adjectives thus change their form to express the comparative degrees of qualities.

-R or -ER is the *sign* of the comparative degree; it is equivalent to the word *more.*

The word "brighter*" is equivalent in meaning to the word "*more bright.*"

-ST or -EST is the *sign* of the superlative degree; it is equivalent to the word *most.*

The word "brightest" is equivalent to the word "*most bright.*"

The POSITIVE does not express comparison, but it implies contrast. We speak of *high* mountains, but they imply *deep* vallies.

The COMPARATIVE denotes a *greater degree* of the quality possessed by the Positive; and it expresses a *comparison between two objects,* or one and a number taken collectively.

The SUPERLATIVE denotes the *greatest degree* of the quality possessed by the Positive. It *expresses comparison* between one and a number of individuals taken *separately.* "*Of*" *always* follows the superlative.

We often confound adjectives of the comparative and superlative degree. We often say "He is the best of the two," when we mean "better of the two."

Words that have a consonant before *y*, as "happy," change the *y* into *i* before *er* or *est;* as, happier.

Words ending with a single vowel before a single consonant, *double the consonant* before *er* or *est;* as, hot, hotter, hottest.

Dissyllables not ending in *y* or *e,* are usually compared by more and most.

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* The Comparative is followed by "*than,*" *its distinguishing mark;* hence, *inferior*, *superior*, *prior*, &c., though they have *the form* of Latin comparatives, are *not* English comparatives.

Adjectives of more than two syllables are compared by more and most.

There is an *indirect comparison* made with the words *too, very, exceedingly,* &c.; as, *too good, very hard.*

Some adjectives do not properly admit of comparison; as, true, perfect, universal, chief, &c.

19. *A Table of Adjectives compared irregularly.*

Positive.	Comp.	Super.	Positive.	Comp.	Super.
Bad[1] Evil Ill..	worse[2] .	worst	Low..	lower ..	lowest lowermost
Far ..	farther[3]..	farthest	Many Much	more ..	most
Fore..	former[4]..	foremost first[5]	Near[9].	nearer..	nearest next
Good .	better ..	best[6]	———	nether..	nethermost
Hind .	hinder ..	hindmost hindermost	Old[10]..	elder .. older ..	eldest oldest
———	inner ..	inmost innermost	———	outer ..	utmost outermost
Late..	later....	latest last[6]			
Little[7].	less	least			

[11] N.B. "*Other*" is mostly used as a *comparative*, followed by "*than.*" "It is *not* a *pronoun.*"-Vide Dr.Cr.

OBSERVATIONS FOR ADVANCED LEARNERS.

1. There are no such words as gooder, badder, eviller, iller, or goodest, baddest, &c.——2. Worse and worst have no positive: there is no such word as *wor*. *Worse* is a remnant of the old Mœso-Gothic form of comparison, made by the addition of the *sound of s* or *z*, and *not r*, which belongs to a later stage of the language. It is one of the oldest forms of comparison in the language. According to Grimm, *t* was the sign of the superlative; hence *worst.*——3. The word far-th-er means *more far*, or more *distant;* the *th* is inserted either because far-er is more inharmonious, or from the word being confounded with fur-th-er.——4. Former is a regular comparative, from the Anglo-Saxon forma (for-m-a). The *m* in fore-m-ost, and other words *ending in most*, has nothing to do with the word *most* as an added word; the *m* is part of the Anglo-Saxon word, and *not* part of the termination. — 5. First (fir-st). — 6. Best and last, on comparison with better and latter, are found to have lost the *sound of t*. The full forms would be bett-est and lat-est.——7. Little, less, &c., are forms not satisfactorily accounted for.——8. As late as the time of Queen Elizabeth, we find the positive *moe*, from which *more* is derived.——9. Nea-r. The *r* is no part of the original word. The Anglo-Saxon had *neah* for the positive, nea-rre, nea-r, and ny-r for the comparative; hence nea-r-er is a *double comparative* in form. Next is the superlative of nigh, contracted from nighest; the *h* was pronounced in Anglo-Saxon, and passed into the sound of *k* or *g* hard.——10. Some Anglo-Saxon comparatives changed the vowel of the positive: from *eald*, *yldre*, *ldre*, we have elder.——11. *Other* is from the same root as *odd*.

(*Turn to the* Exercises 11, 13, 15, 16, 18, 19, 35, 36, 48.)

§ 8. PRONOUNS.

THE PERSONAL PRONOUNS.

20. Be careful to distinguish between words that are *names of objects* and pronouns which are *substituted for names of objects.*

Much has been said already with respect to case, etc., that applies equally to the nouns and their substitutes. As substitutes, they *renew the idea* of the noun they stand for.

They are called PRONOUNS, (i.e.) words used for nouns, from *pro*, for, and *nomen*, noun.

Every conceivable part of nature has a substitute in one of the words, I, thou, he, she, it, and their plurals, termed personal pronouns.

Because there is only that which speaks (I, we,); that which is spoken to (thou, ye,); and that concerning which a speech is made (he, she, it, &c.).

There are four kinds of Pronouns—PERSONAL, POSSESSIVE, RELATIVE, and DEMONSTRATIVE.

THE PERSONAL PRONOUNS.

	SINGULAR.			PLURAL.		
	Nom.	*Poss.*	*Obj.*	*Nom.*	*Poss.*	*Obj.*
First personal pronoun, m. or f.	I	mine	me	we	ours	us
2 m. or f. ..	Thou	thine	thee	you	yours	you
3 m.	He	his	him	they	theirs	them
3 f.	She	hers	her			
3 n.	It	its	it			

Ye is often used instead of *you* in the nominative.

Mine and thine were formerly used instead of my and thy, before a vowel or an h.

The possessive cases, *hers, its, ours,* should never be written *her's, it's,* &c.

To mark the pronouns with emphasis, they are compounded with the word *self, selves;* as, *myself, himself.*

Obs.—In "Cato killed *himself*," the *agent* and *object* of the *action* are the *same;* hence "*self*" is called a *reciprocal* pronoun. It may be used alone as a noun. *Theirselves* is now *obsolete; in its stead use themselves.*

(Turn to Exercises 21, 37.)

§ 9. POSSESSIVE PRONOUNS.

21. The second class of Pronouns are called POSSESSIVE, because they express *ownership or possession.*

The *possessive pronouns* are—my, thy, his, her, its, our, your, their.

We must distinguish these from the *possessive cases,* mine, thine, ours, hers, yours, theirs.

Because the latter, though they signify possession, are only *possessive cases* of I, thou, he, we, &c., which have *no possessive power.*

The *possessive pronouns,* my, thy, his, her, &c., are *true possessives* according to Latham, they have the essential character of pronouns; but they are distinguished from the *possessive cases* by their incapacity to stand alone, as seen below. "They are also correctly named *pronominal adjectives.*"--*Dr. Crombie.*

My and *thy* are equivalents of the Latin words *mei* and *tui.*

Mine and *thine* are equivalents of the Latin words *meus* and *teus.*

Ex. "This is *thy book.*" "This is a book of *thine.*"
"This is *my book.*" "This is a book of *mine.*"
"This is *your book.*" "This is a book of *yours.*"

In each sentence we make an assertion as to the nature of the book.

We state what the book is in regard to ownership or possession.

We assert that it is *my* book, that it belongs to *me.* That it is a book of *mine* rather than of any other person.

The adjective *own* is often added to give emphasis to the possessives.

§ 10. RELATIVE PRONOUNS.

22. There is a class of Pronouns called relative, because *they refer to* something going before.

The word, or phrase, to which the relative pronoun refers is called the antecedent, or correlative.

The relatives are, *who*, *which*, and *that* (also *as*)*.

They are always of the *same gender*, *number*, and *person* with the antecedent, but not always in the same *case*.

Who is applied to persons only; as, "The boy who reads."

Which is applied to the lower animals and things without life.

Ex. "Is it the Times or the Sun newspaper which you read?"

That is often used instead of the pronouns *who* and *which;* as, "The books *that* he bought."

That is not varied by case, but *who* and *which* are thus declined:—

Sing. & Plu.	Nom.	who	Sing. & Plu.	Nom.	which
	Poss.	whose		Poss.	whose
	Obj.	whom		Obj.	which

What is a compound pronoun, including both the antecedent and the relative; as,—

Ex. "This is *what* I wanted." (i.e.) the *thing which* I wanted.

Obs.—Whoever, whosoever, and whoso, are compound relatives, equal to *he who*, or *the person that*. *What*, *whatever*, *whatsoever*, *which*, and its *compounds*, are sometimes used as adjectives; as, "Which things are an allegory." The relative sometimes refers to a *whole clause* as its antecedent.

(Turn to Exercises 20, 38.)

23. If we say "Who told you?" "Which is the book?" "What idle boy did it?" we ask so many questions..

Obs.—*Who* refers to persons, *which* to persons or things out of some definite number, *what* to persons or things indefinitely.

In asking questions, *who*, *which*, and *what* are called *interrogatives*, from the Latin word *interrogare*, to question.

§ 11. DEMONSTRATIVE PRONOUNS.

24. The demonstrative Pronouns point out some *particular object*.

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* Vide M'Culloch's Manual.

The *true demonstratives* are *this* and *that,* with their plurals, *these* and *those.*

This is applied to an object near at hand or last named.

That is applied to an object at a distance in time or place, or to the thing first mentioned.

Ex. "This is mine." *Ex.* "That is yours."

Obs.—*He* and *she* might be called demonstratives, for various reasons. The original plural of *that* is actually the present plural of *he* and *she.* The definite article *the* might also be called a third sort of demonstrative. The word *that*, as well as *it*, *what*, &c., were originally neuter, of which *final t* was the sign. "*The*" has nearly the same import as "*that*," but is less emphatical."--*Dr. Crombie.* "*The*" cannot be used *alone* as "*that.*"

25. **A TABLE, presenting at one view all the classes of Pronouns, viz., Personal, Possessive, Relative, and Demonstrative, with observations for more advanced learners.**

PERSONAL PRONOUNS.					
The *foregoing* state, or *Nominative case* of the AGENT.			POSSESSIVE case, or Double Possessive, used *without* a Noun.	The *following* state, or Objective case.	TRUE POSSESSIVES, used *with* a NOUN.
First Person.	Sing.	I[1]	mine[4]	me[2]	my[2]
	Plur.	We[2]	ours[6]	us	our
Second Person.	Sing.	Thou You	thine[4] yours[6]	thee[5] you	thy your
	Plur.	You or Ye	yours	you	your
Third Person.	Sing. mas.	He[7]	his[8]	him[9]	his
	Sing. fem.	She[10]	hers	her[11]	her
	Sing. neut.	It[12]	its[13]	it	its
	Plur. com.	They	theirs	them	their
RELATIVE PRONOUNS.					
		NOM.	POSS.	OBJ.	
	Sing. Plu.	Who	whose	whom	N.B. The participle "*as,*" with "*such*" in connection, is now regarded as a relative pronoun; as, "Such as presume."
	Sing. Plu.	Which	whose	which	
		THAT[12] admits of no variation.			
INTERROGATIVES.					
Of Persons		Who	whose	whom	
Of Persons or things.		Which What[14]	* *	which what	
[14]**DEMONSTRATIVE.**		*Sing*... This *Sing*... That		*Plu*... These Plu... Those	

OBSERVATIONS.

1. *I* undergoes no change of form; it occurs only in the nominative. — 2. *Me* and *my* are substitutes to supply the deficiencies of *I*: they are not formed from *I*. *Me* and *my* were originally the same word, the accusative. —— 3. Although much altered, *we*, *ours*, and *us*, are modifications of the same original form. The Danish forms are *vi*, *vor*; we, our. The Anglo-Saxon form *user* is found.—— 5. *Thee* and *thy* were originally the same word, and the same case.——4. Forms in *n* are of great antiquity. The *n* is no part of the original word (*mi-n*, *thi-n*).——6. Forms in *s*, *our-s*, *your-s*, *their-s*, are derived from what were plural forms originally, *our*, *your*, *their*. Although *adjectival* in meaning, the forms *originated as cases since* the Anglo-Saxon period. The *s* is the *s* of the genitive case.——7. In the present stage of the English, the declension of *he* is defective: the whole of the plural forms is last. *The deficiency is supplied* by *they*, *theirs*, *them**, which once formed a plural of the word *that*, and was fully declined.—— 8. *His* retains its original form and possessive character.—— 9. *Him* retains its original form, but it was a *dative case*, common to the masculine and neuter genders.—— 10. *She* occurs only as a nominative.—— 11. *Her*, originally *hire*, used in Anglo-Saxon either as a dative or possessive, and in modern English as a true possessive (her book), or an objective (he led her). ——12. *It* is a true formation from *he*. *t* was in Anglo-Saxon the sign of the *neuter gender*. The loss of the *h* has done much to disguise the word. *Wha-t* and *tha-t* are true neuters, like *i-t*. In several northern languages, all neuter adjectives end in *t*.—13. The *t* of its (*i-t-s*) was mistaken for a part of the original word; hence it is irregularly formed. ——14. Some consider "*yon*" as demonstrative; others again consider all the Demonstratives as *Adjectives*.

§ 12. VERBS.

26. Verbs, as so called, by way of eminence, from the Latin word *verbum*, a word.

Verbs are words which denote all ideas of *existence*, *action*, or *suffering*, that belongs to beings; or, every verb, except the substantive verb, designates an energy which is either *exerted* (active and passive), or simply *felt* (neuter).

Obs.—All nature may be represented as a landscape. Nouns may be regarded as the various *figures* of that landscape; Adjectives as superadding their various tints and blushes; Verbs as conferring *soul* and *animation* on the whole; and Adverbs as limiting the idea that belongs to every Verb.

27. Verbs fall into two divisions—1. Verbs substantive; 2. Common verbs.

(Read over again the chapter on Propositions.)

Ex. "I am speaking." "Thou art writing." "She is playing."

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* *Hence the reasons* some have for calling he and she "*Demonstrative pronouns, partaking of the nature of* personal pronouns."

The words *am*, *art*, *is*, constitute *by themselves* copulas. I mean they connect the words, "I—speaking," "Thou — writing," "She — playing;" as such, they are termed VERBS SUBSTANTIVE.

Mark the words "speaking," "writing," "playing:" they are called participles.

The word *participle* comes from *pars*, part, and *capio*, I take, as taking part of two classes of words.

They constitute predicates, and thus agree with the common adjective.

They convey also the notion of action, which adjectives do not.

Take the examples again, "I am speaking," &c., reject the participial termination, *ing*, and omit the copulas, or verbs substantive.

Obs.—**Every Participle presupposes a Verb, and every Verb can be reduced to the Verb Substantive and Participle.**

Then there remain the phrases, *I speak, thou writ, she play.*

Writ and *play* are not correctly used with *thou* and *he:* there is another step to be taken.

They are not correct, because it is not as educated persons speak.

I speak is sense, and *speak* includes the sense "I am speaking." It includes therefore the predicate and copula, and differs from the verb substantive.

The verbs that include predicate and copula are called COMMON VERBS.

28. The common Verbs are usually divided into ACTIVE, PASSIVE, and NEUTER.

These are further divided into REGULAR and IRREGULAR, PERSONAL and IMPERSONAL.

By ACTIVE (in one of its *two* senses) is meant an action affirmed with *respect to its object.* And *that object must be quite distinct from the agent*—the doer of the action.

Ex. "I love virtue." "I improve time." "I judge *no man.*"

By PASSIVE is meant an action affirmed with *respect to its subject.* And it is about the *subject receiving* that an assertion is made.

Ex. "I am struck;" "Thou art blamed;" "He is injured."

***Obs.*—Remember *struck*, *blamed*, and *injured*, are participles. They are predicates in connection with the passive verb, as "speaking," &c., are in connection with the active.**

We can say also *I strike, thou blamest, he injures.* But then the last examples are all of the *active* form.

The *true* passive verb *cannot be without* its corresponding active form.

All the active forms, however, have not corresponding passive forms.

We can say *I walk, thou runnest, he whispers.*

We cannot say *I am* walked, thou art run, he is whispered,* in the *ordinary* sense.

For this reason this sort of verb is called ACTIVE INTRANSITIVE, and has no *passive.* Because the action has *no transit,* or passing over to an object.

Where the transit from the *subject* to the *object* is complete, they are called ACTIVE TRANSITIVE VERBS. Such have a *passive* form.

The third division, NEUTER, implies *neither* of the above forms. Their office is simply to *describe a state of being.*

Unlike the transitive verb, they have no noun or pronoun in the objective case.

Ex. I sit, I live, thou sleepest. They have no passive form, *I am* sit, &c. "*To laugh*" also is simply neuter. "He is *laughed at,*" however, is the passive of the active verb "to *laugh at.*" (Vide *Dr. Cr.*)

29. Let us again take the phrases above, "*I writ,*" "*He play.*" And let us consider *writ* and *play,* as we must consider *all verbs,* viz., in respect of NUMBER, PERSON, MOOD, and TENSE.

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* *We say,* "*to walk* a *horse,*" "to *run* a *race.*" *This transitive use of* "*walk*" and "*run,*" &c., admits a passive.

In connection with these, we shall have to consider what is called CONJUGATION (from *con*, together, and *jungo*, I join).

Obs.—It is the law by which nations vary the terminations of their Verbs. It is the rule by which they CONJOIN to the *root of the Verb* the proper ending, &c. It is the law by which the arrangement of all the parts of a Verb is completed.

30. The first of this arrangement of the parts of the Verb is PERSON.

Take again the phrases "I speak," "Thou writ," "He play."

To speak correctly, we should say "Thou wri*test*," "He play*s*."

EST and S are *terminations of the Verb, signs* of the *second* and *third person*.

Thus we see *particular terminations* are used with *particular persons*.

Ex. Sing. 1 per..I call. *Ex.* Plu. 1 per..We call.
„ 2 „ .thou call*est*. „ 2 „ .ye or you call.
„ 3 „ .he call*s*. „ 3 „ .they call.

It would be incorrect to use any other termination than *st* or *est* with "*thou*," in *this* case.

It is incorrect to say *I speaks*. It should be, *I speak*.

If I were to use *he*, then *speaks* would be rightly used; because *s* is the right termination, the *sign of the third person singular*.

Obs.—The third person singular of the verb is used because *he* is a pronoun of the third person singular. There must be this correspondence of parts: it constitutes what is called *agreement* or *concord*, or one part of speech agreeing with another.

31. When we say "*he reads*," we speak of an action (the action of reading). It is action performed by *one* person, or object; hence called singular.

When we say "*they read*," we speak of an action (the action of reading). It is performed by *more than one* person, or object; hence called plural.

The distinction just shewn is the distinction of NUMBER.

Obs.—The singular and plural forms have sometimes a distinction of form, called a *sign of number*.

32. When we use the word *call*, we speak of a certain action.

We use the Verb under different forms, besides those used for persons; as, call, called.

That is, we speak of the same action as taking place at *different times*.

The form *call* denotes PRESENT, the form *called* denotes *past* time.

Ex. I call, thou callest, he calls, we call, ye or you call, they call.
I am calling, thou art calling, he is calling, we are, &c.
I do call, thou dost call, he does call, we do call, ye or you do, &c.

These examples indicate action as taking place in *present* time, as taking place *at the very time* we are speaking.

Obs.—The Present may mean a definite time, but it is only when limited by a *present* circumstance; as, "I write this in much pain*;" or it may be indefinite, or true at all times; or habitual, as, "The wicked *flee* when no man pursueth." In historical narration, we may use it with great effect for the *past*, as, "Moses tells us," for "has told us." After such words as *when*, *before*, *as soon as*, *after*, it expresses the relative time of a future action, as, "When I see it." "I am calling" denotes a present action, proceeding or progressive. "I do write" is emphatic.

33. Ex. I called, thou calledst, he called, we called, ye or you called, they called.
I was calling, thou wast calling, he was calling, we were, &c.
I did call, thou didst call, he did call, we did call, ye did call, &c.

These examples indicate action as *passing* or *past before the present time.*

Obs.—*Indefinite* with respect to *time*, but completely past and separated in idea from the present by an *interval* of time.

The *presence* of the additional *sound, d,* in *called*, is the *sign* of past time.

The *absence* of that sound in *call*, is the *sign* of the present time.

A Verb is said to be in such and such a tense according to its particular sign.

The TENSE, or *time*, of Grammar is one of its simplest points, and yet it involves the nicest distinctions.

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* The *date* of Pope's letter, from which this is taken, is a limiting *circumstance*.

If we regard the *inflected form* of Verbs, as, for instance, love—love-d, there are only two tenses, the PRESENT and the PAST.

The Verb, as compounded with the AUXILIARIES, is divided into PRESENT, PAST, and FUTURE time. (Vide the ACTIVE VERB to LOVE.)

Obs.—Every event may be considered under two points of view: the one relating to the time when the event occurred, or *absolute time* (Present and Future); the other relating to a time with which it is *compared*, called *relative* time (Perfect Future, &c.), as in the phrase "I called him as he passed by." Relative or comparative time embraces an infinity of periods.

§ 13. TENSES.

34. ¶ **OBS.—Here there is a break made in the text, that the commonly received doctrine of the Tenses, and the ordinary arrangement of the Verb, in School Grammars, may be inserted. This is done with a view to accommodate those Teachers who may not yet be prepared to receive those results which the researches and decisions of the best Grammarians have secured to the higher Schools and Colleges.**

In the various relations of time expressed by the Verb, and aided by the Auxiliaries, we find some of the Grammarians, following SHAW, make SIX Tenses in the Indicative Mood, viz.—

PRESENT, IMPERFECT, PERFECT, PLUPERFECT, FIRST FUTURE AND SECOND FUTURE.

Obs.—The Present and Imperfect are in the text (page 30) called PRESENT and PAST, for the reasons given.

35. The PERFECT TENSE describes an action as completely past; as, "I have written."

36. The PLUPERFECT expresses an action as past before another past action; as, "I had finished my letter before the post arrived."

Obs.—Here there is a comparison of time past with time past, a comparison of two perfect tenses, viz., "the letter *finished*," —"the post *arrived*."

37. The FUTURE TENSE, in English, is expressed by auxiliaries—shall, will; as,—

Ex. "I will press the business, you shall know the result."

38. The RELATIVE, or PERFECT FUTURE, has reference to another future action, and with the time of one action the other is compared.

Ex. "I shall have closed the business before you arrive."

Obs.—"Arrive" is present, but used for the future, or with a future sense, and with this future "I shall have closed" is compared.

39. We have used certain words, called *auxiliaries*, such as *am*, *have*, *shall*, *will*, &c. Because without these words we could only form the simple Present and Past.

Obs.—These distinctions are quite inadequate to shew the beautiful and simple analogy of the English tenses with respect to *commencing*, *progressive*, and *completed* action, either in present, past, or future time; as—

		INDEFINITE.	PROGRESSIVE.	COMPLETED.
TIME	PRESENT.	I love	I am loving	I have loved
	PAST	I loved	I was loving	I had loved
	FUTURE .	I shall love	I shall be loving	I shall have loved

§ 14. MOODS.

40. We have considered the Verb with respect to number, person, and tense.

We have now to consider it with respect to mood.

By *mood* we mean different *manners* or *aspects* of action, or senses in which the idea of action or passion is conveyed.

41. We can state something as a fact; as, "The boy sings."

We say positively that the action of singing is going on.

The word *sing* is in the INDICATIVE mood; it *indicates* the fact of the boy's singing.

42. Let us now give orders for something to be done. Let us say, "Boy, sing!" that is, express a wish for *it*.

We do not say the action is *taking place*, or *going* to take place.

In the *command*, "Boy, sing!" the word sing is in the IMPERATIVE mood.

The word *imperative* is derived from the Latin word *impero*, I command.

The Imperative mood employs the language of authority or command.

Obs.—There is really no Imperative mood with respect to any change of form that the Verb undergoes; and if *change* be not considered, we might with equal propriety make an *interrogative* an optative and other moods. We retain the term *imperative* mood, that we may keep as close as we can consistently with the current forms of Grammar.

43. *Example of a third sense.* "If the boy *sing* much, he will be hoarse."

We do not say that the action of singing *is* taking place.

We do not say that it *has* taken place, or that it *will* take place.

We do not express a *wish* that it may take place.

We say, "*if*" it does take place, something else will take place.

In this case, there is the idea of a CONDITION, or CONTINGENCY.

The boy's *being hoarse* is contingent upon his *singing much.*

The *singing much* is the *condition* of the boy's *being hoarse.*

In this third sense, the word "*sing*" is in the CONJUNCTIVE MOOD, because some word, such as "*if*," &c., is generally *conjoined* to the verb.

The word *conjunctive* is from the Latin word *conjungo*, I join together.

When the term *conjunctive* is used, the *subjunctive* is not meant.

The *subjunctive* is excluded from this Grammar, on the first authority.

By Conjunctive Mood is meant
The *Indicative* mood in a *conditional* sense.
The Indicative mood, *allowing an ellipsis* in connection with some such word as "*if*," &c. as, "If he say so," for "If he *shall* say so," &c.

Obs.—"The Conjunctive *omits* the sign of the person (s). This is a *negative* sign, and does not constitute a positive distinction of form."—*Prof. Latham.*

Those who admit the Subjunctive, can shew only one instance of a complete distinction by any positive sign, and this is the effect of accident, viz., Indicative, *I was;* Conditional, or, as they call it, Subjunctive, *I were.*

43. In the phrase, "The boy begins *to sing*," *to sing* defines nothing. It merely *states* what the action is that the boy "*begins to perform.*" It does *not fix* or *define* the *manner of the action.*

All that expresses *time, fact, wish,* or *condition,* is done by the other verb "*begins.*"

This mood, then, defines nothing, and is therefore called the INFINITIVE or *undefining* mood.

Obs.—We retain the *term* Infinitive, for the same reason that we retain the term Imperative mood; for it matters little what designation be assigned to it, provided its *character* and *office* be understood. It used to be called "*nomen verbi*," the noun or name of the Verb. It is pretty well established that it has the real character of a Noun, as in all cases it may be supplied by one.

The four moods, then, are *Indicative, Imperative, Conjunctive,* and *Infinitive.*

In English the distinction in *form* between the moods is very slight.

Obs.—The *subjunctive* is now almost universally rejected by the best grammarians.

§ 15. AUXILIARY or GENERIC VERBS.

44. The Irregular Verbs, *do, be, have,* and the defective, *shall, will, may, can,* are of the greatest use as auxiliary or helping Verbs.

They are called GENERIC Verbs, from the extreme generality of the ideas they express.

All other Verbs are called *specific;* as, "to love," &c., being expressive of more limited ideas.

Obs.—It is thought by some, contrary to the general notion, that a limiting power is exercised *by* the Specific *on* the Generic Verb. "I can" is a general idea. "I can write" is a restricted idea.

PRESENT.	do	be	have	shall	will	may	can
PAST.	did	were	had	should	would	might	could

All the Verbs have inflections as follow.

45. TO BE. (denoting being or existence in *general.*)

Obs.—The Verb *to be*, in its full compound form, is found in the Passive Verb.

Present..am. *Past*..was. *Past part*...been.

Pres. Tense.	SING.	1. I am	2. Thou art	3. He, she, or it is
	PLU.	1. We are	2. Ye or you are	3. They are
Past Tense.	SING.	1. I was	2. Thou wast	3. He, she, or it was
	PLU.	1. We were	2. Ye or you were	3. They were
**Imp. Con.*	SING.	1. I were	2. Thou wert	3. He, she, or it were
	PLU.	1. We were	2. Ye or you were	3. They were

IMPERATIVE MOOD.. *Sing.* 2. Be thou. *Plu.* 2. Be ye or you.
INFINITIVE MOOD.. TO BE.
PARTICIPLES.. *Present*, Being. *Past*, Been.

Obs.—The Participle BEEN, compounded with the Auxiliary Verbs, gives the compound tenses, "I have been," "I had been," "I shall be," "I shall have been."

46. TO DO. (denoting ACTION in *general.*)

Present..do. *Past*. did. *Past part*...done.

Pres. Tense.	SING.	1. I do	2. Thou doest or dost	3. He, she, or it doth or does
	PLU.	1. We do	2. Ye or you do	3. They do
Pres. Tense.	SING.	1. I did	2. Thou didst	3. He, she, or it did
	PLU.	1. We did	2. Ye or you did	3. They did

IMPERATIVE MOOD.. *Sing.* 2. Do thou. *Plu.* 2. Do ye or you.
INFINITIVE MOOD.. TO DO.
PARTICIPLES.. *Present*, doing. *Past*, done.

With the Auxiliaries and the Participle *done*, the other tenses are formed; "I have done," &c.

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* Imperfect Conditional, or past tense Conditional, used to assert contingent or conditional existence. The Verb *to be* is the only one in English that has a *conditional form.*

47. TO HAVE. (denoting POSSESSION in *general.*)

Present..have. *Past*..had. *Past part*...had.

Pres. Tense.	SING.	1. I have	2. Thou hast	3. He has
	PLU.	1. We have	2. Ye or you have	3. They have
Past Tense.	SING.	1. I had	2. Thou hadst	3. He, she, or it had
	PLU.	1. We had	2. Ye or you had	3. They had

IMPERATIVE MOOD.. *Si.* 2. Have thou. *Pl.* 2. Have ye or you.
INFINITIVE MOOD.. TO HAVE.
PARTICIPLES.. *Present*, having. *Past*, had.

With the Auxiliaries and *had* the other tenses are formed; as, "I have had," &c.

48. SHALL.

INDICATIVE MOOD.

Pres. Tense.	SIN.	1. I shall	2. Thou shalt*	3. He, she, or it shall
	PLU.	1. We shall	2. Ye or you shall	3. They shall
Past Tense.	SIN.	1. I should	2. Thou shouldst	3. He, she, or it should
	PLU.	1. We should	2. Ye or you should	3. They should

49. WILL.

INDICATIVE MOOD.

Pres. Tense.	SIN.	1. I will	2. Thou wilt	3. He, she, or it will
	PLU.	1. We will	2. Ye or you will	3. They will
Past Tense.	SIN.	1. I would	2. Thou wouldst	3. He, she, or it would
	PLU.	1. We would	2. Ye or you would	3. They would

50. MAY.

INDICATIVE MOOD.

Pres. Tense.	SIN.	1. I may	2. Thou mayest	3. He, she, or it may
	PLU.	1. We may	2. Ye or you may	3. They may
Past Tense.	SIN.	1. I might	2. Thou mightest	3. He, she, or it might
	PLU.	1. We might	2. Ye or you might	3. They might

51. CAN.

INDICATIVE MOOD.

Pres. Tense.	SIN.	1. I can	2. Thou canst	3. He, she, or it can
	PLU.	1. We can	2. Ye or you can	3. They can
Past Tense.	SIN.	1. I could	2. Thou couldst	3. He, she, or it could
	PLU.	1. We could	2. Ye or you could	3. They could

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* In five words the sign of the 2 pers. sing. is *-t*, not *-est;* as, *ar-t, was-t, wer-t, shal-t, wil-t.*

52.

The Auxiliaries	denote in general	by inference
SHALL	duty or obligation.	futurity.
WILL	volition or intention.	futurity.
MAY	liberty or permission.	contingency.
CAN	power or ability.	

Ex. "He shall obey me;" "I shall write to-morrow." "I will: be thou whole;" "He will write to-morrow." "He may have written or not." "I can write, though you cannot."

OBSERVATIONS.

In the past tense of TO BE, Crombie and Lowth confine "*thou wert*" to the past tense conditioual, although Milton, Dryden, Pope, and Swift used "thou wert" in the indicative.

Here follow some of the Auxiliary forms and their Anglo-Saxon Roots.

FORMS	DERIVED FROM
am	*eom*†, Anglo-Saxon.
is	*is* or *ys*, probably *eis* (Greek)
are	*er* (to be) Icelandic probably
art	*eart* (Anglo-Saxon)
wast	*warst* (Franco-Theatisc)
were	*wære* (Anglo-Saxon)
be	*beo* (I am), *Bi*, Gaelic

FORMS.	DERIVED FROM
may	*magan* (to be able) Saxon
can	*cunnan* (to know, be able, wise); hence *to ken*, Scotch, & our *cunning*
shall*	*sceal* (I owe, or ought). *I shall*, once denoted "It is my duty."
will	*willan* (to be willing)
I would	*Ic wold*, past tense.

*** Chaucer has, "The faith I shall to God."**

Johnson's explanation of *shall* and *will* are very perspicuous.

I shall love. = *It will be so that I must love; I am resolved to love.*
Shall I love? = *Will it be permitted me to love? will it be that I must love?*
Thou shalt love. = *I command thee to love; it is permitted thee to love; it will be that thou must love.*
Shalt thou love? = *Will it be that thou must love? will it be permitted thee to love?*
He shall love = *It will be that he must love; it is commanded that he love.*
Shall he love? = *Is it permitted him to love?*

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† *m* is a mere *sign* of the first person in *many* languages.

§ 16. REGULAR VERBS;

Or, Verbs that *wholly conform* to the *present tendency* of the language—that of *adding -t, -d,* or *-ed,* to the present tense.

53. The English Verbs fall into two classes or conjugations, according to the forms of their *past tense* and *past participle.*

By some Grammarians the one conjugation of Verbs is called *strong,* the other *weak.*

Words like *sang, got, gave, swam,* are called *strong.* Because they are formed independently of any *addition.*

Words like *filled, loved, slept, swept,* are called *weak.* Because they require the *addition of the sound of d.* — Mark the emphasis on "*sound.*"

Verbs of the strong conjugation are of Anglo-Saxon origin. They are all *called irregular.*

Most of the weak are of French or Latin extraction. (Vide *Obs.* to No. 62.)

Obs.—The ordinary Grammars make a distinction of Regular and Irregular, and under the term Irregular include verbs of the strong conjugation; but these are really the verbs that have least departed from the old Saxon usage. We have in *sing, sang, sung; steal, stole; drink, drank, drunk,* &c., mere vowel changes, with an omission of *-en.* The rejection of the *-en,* as "drunk," &c., occurs only in the later stages of our language. In words like "found," the original participle was "funden." In some cases both forms occur; as, "drunken" or "drunk," "bidden" or "bid." *Bid* and *drunk* are mere shortened forms of the participle.

54. We consider a verb of the form "love," "loved," as REGULAR. That is, that forms its past *tense* by adding -d or -ed to the present; that forms its past *participle* by adding -d or -ed to the present; as, *move-d* (moovd). Such verbs are of the weak form.

Obs.—We call it regular, because, if any foreign word were introduced to be used as a verb, the present tendency of the language would lead us to form it after the model of the verb "to love." This is seen as early as the time of the Anglo-

Normans, when they introduced the word "dubbed," from "douber." No newly-introduced word would take the form of the strong conjugation.

55. We consider a verb of the form "write, wrote, written," as irregular, and all such verbs as do not form their past tense by adding -d or -ed to the present.

All such verbs as are formed *without addition*, are said to be of the strong conjugation.

Obs.—No newly-introduced word would be formed from any model among these, because changes in language and forms of speech are according to certain laws, that Philologists, within the last thirty years especially, have been very successful in explaining.

56. Besides the Regular and Irregular Verbs, there are some termed DEFECTIVE.

They are termed defective when they want one or other of their parts; as, *present*, "can;" *past*, "could:" *past participle wanting*.

In the strictest sense, verbs have but two tenses—the *present* and the *past*.

Verbs have but two participles—the *present* and the *past*.

The present participle, or *participle of progression*, always ends in *-ing;* as, *writing*, *loving*.

The past participle, or *participle of completion*, has various terminations; as, *loved*, *written*.

Obs.—"Grammarians err," says Dr. Crombie, "who regard the participle *-ing* as active merely, or the one in *-ed* purely passive. Active and passive, as designations, apply to either: the one merely denotes *imperfection or continuation;* the other, *perfection or completion.* The different forms of expression similar to "The house is building," "built," &c., sufficiently shew this.

Notice such words as "moved," and compare them with such words as "instructed."

It will be seen, as a remarkable fact, that it is only the words ending in -d or -t that ever form their preterites, or past tenses, by the addition of the *full sound of -ed.* (Vide § 18, No. 62, Note.)

§ 17. CONTRAST OF A REGULAR WITH AN IRREGULAR VERB.

57. REGULAR.

TO LOVE.

Pres. .... Love
Past .... Loved
Past part. Loved

INDICATIVE.

	SINGULAR.	PLURAL.
'res. nse.	1. I love 2. Thou lovest 3. He, she, or it loves	1. We love 2. Ye or you love 3. They love
'ast nse.	1. I loved 2. Thou lovedst 3. He, she, or it loved	1. We loved 2. Ye or you loved 3. They loved

IMPERATIVE.

2. Love thou	2. Love ye or you

INFINITIVE MOOD—TO LOVE.

PARTICIPLES { *Pres.* Loving. *Past* -Loved.

58. IRREGULAR.

TO WRITE.

Pres. .... Write
Past . .. Wrote
Past part. Written

INDICATIVE.

	SINGULAR.	PLURAL:
Pres. Tense	1. I write 2. Thou writest 3. He, she, or it writes	1. We write 2. Ye or you 3. They write
Past Tense	1. I wrote 2. Thou wrotest 3. He, she, or it wrote	1. We wrote 2. Ye or you 3. They wrot

IMPERATIVE.

2. Write thou	2. Write ye or

INFINITIVE MOOD—TO WRITE

PARTICIPLES { *Pres.* Writing. *Past* -Written.

[Turn to Exercises 40, 41.]

§ 18. IRREGULAR* VERBS;

Or, Anglo-Saxon Verbs that have *more* or *less*, but *but not wholly, conformed* to the *present tendency* of the language—that of adding *-t*, *-d*, or *-ed* to the present.

59. There are at least 170 Irregular Verbs in the English language.

They present no great difficulty to the learner, as some are mere abbreviations; as, creeped, crept.—Others are uniform even in their irregularities.

Obs.—To reduce the difficulty of learning them, as well as to shew their nature, as derived from the *mother* tongue, the Anglo-Saxon, we shall exhibit them under two great divisions—"Verbs of the strong conjugation," and "Verbs of the weak conjugation." (Read again § 16, No. 53.)

60. There are two classes of Irregular Verbs, or, as some Grammarians call them, "conjugations."

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* I do not like the term *irregular*, for reasons found in Nos. 53, 61, and 62. It disguises the nature of these verbs, and conceals our ignorance of *the surprisingly regular* and beautiful processes of Language.

61. *Irregular Verbs of the Strong Conjugation;* or, Anglo-Saxon Verbs that have *not conformed* to the *present tendency* of the language—that of *adding -t, -d,* or *-ed* to the present.

1. Those which merely change a vowel in forming the past from the present; as, steal, stole; drink, drank.
2. Those which retain in the *passive participle* the termination *-en* or *-n,* instead of adopting the modern *-ed.*

   Obs.—In the Table that follows, a *few* words will be found which have a participle both of the *old* and of the *new* form. (Vide "*shape.*") Sometimes the *past tense only* has the *old* form. (Vide "*climb.*") Such need only *one* step to become *regular*, and of the *weak* conjugation. There has generally been a change of the vowel when *-en* is the termination; as, *speak*, spoken.
3. Those which once had *-en* in the *passive participle,* but now omit it; as, drunken, drunk.
4. Those Verbs which still retain the Saxon *ung* in the *past participle* at least.

The following is a Table of the above Forms. The Figures refer to Notes at the end.

Present.	Past tense.	Past participle.
arise	arose[1]	arisen
abide	abode	abode[2]
befall	befell	befallen
blow	blew	blown
beat	beat	beat, beaten
bear	bore or bare[3]	borne
bear	bore or bare[3]	born
break	broke, brake	broken[4]
beget	begot[5]	begotten
bid	bade or bid	bidden, bid
bite	bit[6]	bitten, bit
begin	began (begun[p])	begun
burst	burst[7]	burst[8]
bind	bound[9]	bound[10]
crow	crew	crown
cleave (to split)	clove[11], clave[11], cleft	cloven, cleft

Present.	Past tense.	Past participle.
come	came	come
chide	chid[12]	chidden[13]
climb	climbed or clomb	climbed
cling	clung[p]	clung
choose*	chose	chosen
drive	drove	driven
drink	drank, drunk[p]	drunken, drunk

Obs.—The Anglo-Saxon *drank* is singular, *drunk* is plural: as, Ic dranc, *I drank;* we druncon, *we drunk.* Notice the difference, as it will account for *swim*, *swam*, *swum*, and many such forms.

Present.	Past tense.	Past participle.
dig	dug	dug
draw	drew	drawn
eat	ate[14]	eaten, eat
fall	fell	fallen
fly	flew	flown
freeze	froze	frozen
forbear	forbore	forborne
forsake	forsook	forsaken
forget	forgot	forgotten, forgot
forbid	forbade, forbid	forbidden, forbid
forgive	forgave	forgiven
fling	flung[15]	flung
find	found[16]	found
grow	grew	grown
get	got or gat[17]	gotten, got[18]
give	gave	given
grind	ground[19]	ground
hold	held	holden, held
hide	hid	hidden, hid
hang[20]	hung[p]	hung (also hanged)
know	knew	known
let	let	let
lie (to lie down)	lay	lain or lien
lade	laded[21]	laden
melt	melted[22]	molten
ride	rode, rid[p][23]	ridden, rid[23]

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* *Chuse* is preferred by WHATELY, in his Logic.

Present.	Past tense.	Past participle.
ring	rung[p]	rung
run	ran, run[p]	run
shew	shewed, shew	shewn
slay	slew	slain
steal	stole[24]	stolen
speak	spoke[25], spake	spoken
swear	swore, sware[26]	sworn
shear	sheared[27]	shorn
shake	shook	shaken*
stand	stood	stood[28]
seethe	seethed, sod[29]	sodden
sit	sate, sat	sat[30]
shape	shaped[31]	shapen, shaped
strike	struck	stricken, struck
shine	shone, shined	shone, shined
smite	smote[32]	smitten, smit[33]
stride	strode, strid[34]	stridden[35]
slide	slid[p][36]	slidden
strive	strove	striven
slit	slit[p][37], slitted	slit[38], slitted
swim	swam, swum[p]	swum
spin	span[39], spun[p]	spun
sing	sang, sung[p]	sung[40]
swing	swang, swung[p]	swung
spring	sprang, sprung[p]	sprung
sting	stung[p][41]	stung
string	strung[p][42]	strung
sling	slung[p][43]	slung
sink	sank, sunk[p]	sunken, sunk
shrink	shrank[44][p], shrunk	shrunken, shrunk
stink	stank[45], stunk[p]	stunk
slink	slank[46], slunk[p]	slunk
swell	swelled[47]	swelled, swollen
stick	stuck	stuck
tear	tore, tare[48]	torn[49]
take	took	taken

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* The *participle is naturally* formed independently of the past tense.

Present.	Past tense.	Past participle.
tread	trod	trodden, trod[50]
thrive	throve	thriven
weave	wove	woven
wear	wore[51]	worn
wake	woke	waken
write	wrote, writ^{p}	written[52]
win	won^{p} [53]	won
wring	wrung^{p} [54], wringed	wrung, wringed
wind	wound[55], winded	wound, winded

Note.—These obsolete words, &c., will further illustrate the text, and help the student to understand old authors. The figures refer to the text. The (*) denotes obsolete words. The note of interrogation (?) denotes a doubt as to the use of a word. The p denotes words *derived* from plural[†] forms.—1 *aris^{p} (second form). — 2 abidden (full form). — 3 *bare. — 4 ?broke. — 5 *begot. — 6 bit^{p}, bat*.— 7 *brast. — 8 bursten is found. — 9 *band. — 10 bounden is found.—11 clove and clave, partly obsolete.—12 *chode. —13 ?chid.—14 ete.—15 *flang.—16 *fand.—17 gat, partly obsolete.—18 ?got.—19 *grand.—20 hang, originally a past tense (pret. form) from hing.—21 *lode.—22 *molt.—23 rid, partly obsolete.— 24 *stale.— 25 spake, partly obsolete.— 26 sware, partly obsolete.— 27 *shore.— 28. shortened form.— 29 *sothe.— 30 shortened form.—31 *shope.— 32 *smit.—33 ?smote.—34 strid^{p}, partly obsolete.—35 *strid; ?strode.—36 *slode.—37 *slat. —38 *slitten.—39 *span.—40 *sungen.—41 *stang.—42 *strang. —43 *slang.—44, 45, 46, partly obsolete.—47 *swoll.—48 *tare, partly obsolete.— 49 ?tore.— 50 *trod.— 51 *ware.— 52 ?wrote, writ. —53 *wan. —54 *wrang. —55 *wand.

62. *Irregular Verbs of the Weak Conjugation;* or, Anglo-Saxon Verbs that have in a *great degree conformed* to the *present tendency* of the language —that of adding *-t, -d,* or *-ed* to the present.

Obs.—Of the verbs ending in *-d* or *-t*, that form their preterites by the sound of the syllable *-ed*, very few are of Anglo-Saxon origin. To instruct, invite, respect, adopt, &c., are all of French or Latin extraction, and have come into the language since the Norman Conquest. (Read again § 16, No. 53.)

63. In the *present* English, the past tense and the past participle have generally the *same form*.

[†] **Or from the *second* person singular of the Anglo-Saxon Verbs.**

Obs.—On account of this, we are enabled to reduce considerably the ordinary list of verbs, with a better result to the learner.

(64.) 1. There is a DIVISION of VERBS that should be noticed here, of the weak conjugation, *regular in form*, yet abbreviated in pronunciation; as, dip, dipped (dipt). Vide § 16, end of No. 56. § 16, No. 53.

Obs.—Dipped (dipt), now called *regular*, with others of that class, and "*cleft*," *now* called *irregular*, with others of the same class, might be referred to the same *effective principle*, [Vide § 16 (53)] and form one class, with merely *euphonic changes*.

(65.) 2. There is a DIVISION of VERBS in which *-d*, *-t*, or *-ed* is added to the present, and the vowel (if long) is generally made short.

Pres.	Past tense & particip.	Pres.	Past tense & particip.	Pres.	Past tense & particip.
leave	left	lean	leaned*	leap	leaped*
cleave	cleft	learn	learned*	keep	kept
bereave	bereft	creep	crept	sweep	swept
feel	felt	sleep	slept	lose	lost
dream	dreamed*	deal	dealt*	flee	fled
				kneel	knelt

* *Obs.*—Dreamed, leaned, &c., generally pronounced dremt, lent, are *undergoing* the same change as the others.

(66.) 3. There is a third DIVISION of VERBS, ending in *-d* or *-t*, in which the addition of *-d*, *-t*, or *-ed* is not otherwise detected or shewn than as it *shortens* the long vowel of the present; as,—

Obs.—The *principle* of this division is seen in the words flee, fled (past tense).

Pres.	Past tense, &c.	Pres.	Past tense, &c.	Pres.	Past tense, &c.
meet	met	feēd	fed	speēd	sped
light	lit	bleēd	bled	leād	led
shoot	shot	breēd	bred	reād	reăd
shoe	shod				

Obs.—Where the vowels are *already short*, -d becomes -t after *l*, *n*, *r*. If the vowels were long in *bend*, &c., they would be changed.

bend	bent†	lend	lent	gild	gilt†
rend	rent	wend†	went	build	built
send	sent	gird	girt	spend	spent

† OBS.—*Bended*, *wended*, and *gilded* are used, but less properly.

Obs.—In the following Verbs, *t* is *already* in the present tense, and the vowel is *short*; consequently there is no change in forming the past tense and participle.

shut	shut	shred	shred	shed	shed
cut	cut	knit	knit(R)	burst	burst
cost	cost	hurt	hurt	put	put
spread	spread	set	set	hit	hit
cast	cast	let	let	rid	rid
				sweat	sweat

(67.) 4. There is a fourth division of weak Irregular Verbs, in which the past tense and participle are formed from the present by adding *-d*, *-t*, or *-ed*, and by *changing* the vowel.

Obs.—The principle of this division is seen in *tell*, *told*; *sell*, *sold*. In accounting for these forms, we must remember the Anglo-Saxon *sound ka*, in which such forms as *teach*, etc., originated, have passed by successive changes into the *sound of tsha*, as in *chest*: *k*, *g*, *ng*, *y*, and *h* have a great tendency to be softened in pronunciation, and afterwards to be lost. The sound of the altered *k* is *still represented* in the *gh* of *caught*, &c.; as,—

Pres.	Past tense, &c.	Pres.	Past tense, &c.	Pres.	Past tense, &c.
seek	sought	catch	caught	buy(bohte[*])	bought
teach	taught	bring	brought	owe	ought
beseech	besought	think	thought	work	worked wrought

(68.) 5. There is a fifth division of Verbs that have peculiarities in the form of their preterites or Participles.

Obs.—Most of these are partly strong and partly weak Verbs, retaining some part of the old form, and yet often used as Regular Verbs of the weak form, having adopted the modern form, *-ed*, *-d*, or *-t*, in the past tense and past participle.

Pres.	Past tense & particip.	Pres.	Past tense & particip.	Pres.	Past tense & particip.
make	made[1]	spoil	spoilt spoiled	swell	swoll[5] swelled
have	had[2]				
burn	burnt burned	leave	left[3]	climb	clomb[5] climbed
		bend	bent[4](bended)		

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[*] With a guttural sound.

Present.	Past.	Participle.
am	was	been
cleave *to adhere*	clave (R)*	cleaved
crow	crew (R)	crowed
clothe	clad (R)	clothed
do	did[6]	done
dare *to venture*	durst[7](R)[8]	durst (R)
deal	dealt (R)	dealt (R)
dig	dug (R)	dug (R)
dwell	dwelt (R)	dwelt (R)
go[9]	went	gone
help	helped	holpen (R)
heave	hove (R)	hoven (R)
lift	lift (R)	lift (R)
light	lit (R)	lit (R)

Present.	Past.	Participle.
load	loaded	loaden (R)
knit	knit (R)	knit (R)
mean	meant (R)	meant (R)
mow	mowed	mown (R)
quit	quit (R)	quit
rot	rotted	rotten (R)
saw	sawed	sawn (R)
shape	shaped	shapen(R)
shave	shaved	shaven(R)
sow	sowed	sown (R)
spill	spilled	spilt (R)
strew or strow	strewed strowed	strown (R) (R)
wax	waxed	waxen (R)
writhe	writhed	writhen(R

OBSERVATIONS.

Some of the Verbs above are found in § 18, No. 61, as from their *double* form they belong both to the *strong* and to the *weak* conjugation.—1. The sound of the *k* is dropped.——2. In Anglo-Saxon, hæfde: the sound of the *f* is dropped.——3. So cleft, bereft. *Vide* No. 65.——4. Bent is the preferable form. *Vide* went, gilt, *&c.* —— 5. One is strong, the other weak. There are many instances shewing the present tendency of the language.——6. A remarkable instance of *reduplication*, similar to the Latin *tundo*, *tutudi* (past tense). We have the form *did* from the Mœso-Gothic dialect, in which the reduplication was employed with a few verbs. ——7. Dur-s-t: the *s* and *t* are no parts of the original word. It remains unexplained.——8. Some of the Verbs are partly strong and partly weak, retaining something of the old form, and yet often used as regular Verbs of the weak form, having adopted the modern form *-ed* in the past tense and participle.——9. Go is properly defective; its past tense being supplied by the word *wend*, which signifies *to go*.

(Turn to Exercise 47.)

§ 19. DEFECTIVE VERBS.

69. The Defective Verbs are the following; and they are generally irregular as well as defective:—

Present.	Past.	Present.	Past.
can	could[5]	*	quoth
forego[1]	*	shall	should
may	might	will	would
must[6]	*	wis[3]	wist
ought[2]	*	wit[4] or wot	wot

---

* Where (R) is added, the Verb is also regular.

OBSERVATIONS.

1 *Forego* has no past tense, but a participle, *foregone*.——2. *Ought* was originally the preterite of the verb to *owe*; it is *now* used in the present. Murray is considered to be inaccurate in trying to *prove* the preterites of *must* and *ought*: his own examples *disprove* it. In "He ought to do," and "He ought to have done," the past time is denoted by the "have done." The Latin idiom, "Debeo legere," and "debui legere," has probably misled some with respect to our own idiom.——3. *Wis*, to *think* or *imagine*, is now obsolete.——4. *Wit* is now confined to the phrase *to wit*, *namely*.——5. The *l* is no part of the original word. The analogy of *would* and *should* mislead.——6. Anglo-Saxon, *mot*: *s* is no part of the original word.

§ 20. IMPERSONAL VERBS.

70. As the name imports, Impersonal Verbs do not admit a person as their nominative.

They seem to assert the existence of some action or state, but refer it to no particular subject.

Obs.—The definition of the Impersonal Verb has cost the Grammarians much labour and endless dispute. Some deny their existence; others as positively assert it.

In English there are very few impersonal verbs.

"Meseems" (it seems to me).—*Sidney*. Now obsolete.
Methinks; *past tense*, methought.

Ex. "Methought I saw my late espoused wife."—MILTON.

Me listeth, *or* me list — *It pleases me.*
It irketh — *It is the duty.*
It behoveth — *It is painfully wearisome.*

§ 21. INFLECTION OF COMPOUND VERBS.

71. The Generic Verbs, besides indicating the *time* in Compound Verbs, also indicate such accessory ideas as existence, futurity, contingency, and the like; as, "I *may* love." [Read again Nos. 52 and 45.]

The Specific Verb indicates the *state of the verbal action*, as progressive or in progress, perfect or finished, and the like; as, "I am *loving*;" "I *loved*."

Obs.—The following is the active voice of a Compound Verb, classified according to the *relation of its tenses to present or past time.* The arrangement of the Verb is new, but I think it will recommend itself by its simplicity, by the way in which it shews the analogy that subsists among the tenses, and by the ease with which it may be committed to memory. It embodies the hitherto uncollected views of our latest and most eminent Grammarians, and includes *all the forms of the Verb* as recognized by them*.

For the sake of uniformity, we first insert the *simple* active.

72. TO LOVE.

Present, Love. *Past tense*, Loved. *Perf. part.* Loved.

Present. [b](INDEFINITE.)		*Past.* (INDEFINITE.)[h]	
SINGULAR.	PLURAL.	SINGULAR.	PLURAL.
1. [c]I love	1. We love	1. I loved	1. We loved
2. Thou lovest	2. Ye or you love	2. Thou lovedst	2. Ye or you loved
3. He, she, it loves	3. They love	3. He, she, it loved	3. They loved

(Vide § 17.)

THE COMPOUND VERB[a].

[b]PRESENT (Tense).

ogressive.		*Emphatic*[c].		*Potential*[e].	
am	Loving.	I do[d]	Love.	I may or can	Love.
hou art		Thou dost		Thou mayest	
e,she,it is		He does		He may	
e are		We do		We may	
e are		Ye do		Ye may	
hey are		They do		They may	

[h]PRESENT PERFECT.

efinite.		*Progressive.*		*Potential.*	
have	Loved.	I have[i]	Been loving.	I may or can	Have loved.
hou hast		Thou hast.		Thou mayest or canst	
e has		He has		&c.	
e have		We have			
e have		Ye have			
hey have		They have			

PRESENT FUTURE.

ndefinite.		*Progressive.*		*Definite*†.	
shall or will	Love.	I shall or will	Be loving.	I shall or will	Have loved.
hou shalt or wilt		Thou shalt or wilt		Thou shalt or wilt	
e shall or will		&c.		He, she, it, &c.	
e shall or will					
e shall or will					
hey shall or will					

[f]PAST (Tense).

Progressive.		*Emphatic.*		*Potential.*	
1. I was	Loving.	I did[g]	Love.	I might	Love.
2. Thou wast		Thou didst		Thou mightest	
3. He was		He did		He might	
1. We were		We did		We might	
2. Ye were		Ye did		Ye might	
3. They were		They did		They might	

PAST PERFECT (Tense).

[j]*Definite.*		*Progressive.*		*Potential.*	
1. I had	Loved.	I had[k]	Been loving.	I might or could	Have loved.
2. Thou hadst		Thou hadst.		Thou mightest or couldest	
3. He had		He had		&c.	
1. We had		We had			
2. Ye had		Ye had			
3. They had		They had			

PAST FUTURE (Tense).

Indefinite.		*Progressive.*		*Definite.*	
1. I should or would	Love.	I should or would	Be loving.	I should or would	Have loved.
2. Thou shouldst or wouldst		Thou shouldst or wouldst		Thou shouldst or wouldst	
3. He, she, it would or should &c.		He, she, it would or should &c.		&c.	

The small letters refer to the following Notes.

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* *Vide* Dr. Crombie, Latham, Macculloch, &c.

† Vide Note, page 51.

IMPERATIVE. . 2. Do thou love. 2. Do ye or you love.
INFINITIVE. . *Past*, to have loved.
PARTICIPLE. . *Past*, having loved.

(Turn to Exercises 24, 39, 40, 41, 42, 43, 44, 46, 49, 50.)

Illustration and explanation of the Compound Verb on the preceding page (for advanced learners).

a. The compound verb is formed of the simple verb and the auxiliaries. The present and the past are the two fixed points, with reference to which all the ideas expressed by the compound verb are to be estimated. *The ideas connected with the action of the verb, are present, future, contingent, &c.*

b. Present time is an assumed space that philosophically has no existence. This is incontrovertibly proved by Harris, Reid, and others, contrary to the opinion of Dr. Beattie. The past and future is time considered in relation to this assumed space of time, extending through *this minute*, *this hour*, *this day*, *this week*, *this year*, *this century*, as it may be. The present time is clearly *indefinite;* it is an arbitrary conception of mind, and the *tense* significant of that time must be *indefinite* also. The term indefinite is applicable to either *time* or *action*, and upon this a long controversy, though in many respects a verbal one, has rested. "The tenses indefinite as to *time* or *action*, are the *present*, *past*, (or preterite,) and *future;* as, 'I write, *I wrote*, I shall write.' "—*Dr. Crombie.* Six other tenses are *indefinite*, with respect to *time;* but they are *definite* with respect to the *progress* or *completeness* of the *action*, and therefore should not be called indefinite; viz.—*I am, I was, I shall be writing; I have, I had, I shall have written.* No tense is considered *definite* which requires a definitive to render it more precise.

c. "*I love*" has no reference to the *perfection* or *imperfection* of the action: "I am loving" denotes that it is *continued* and *imperfect:* "I do love" expresses the simple present in a more emphatic way; it implies doubt or contradiction on the part of the person addressed. "I may love" expresses the *present liberty* to love; "I can love," the *present ability.* If *must* were inserted for *may* or *can*, *present necessity* would be denoted. Must is the Saxon *Ic most*, Ego debeo.

d. The following is an instance that "I dread" differs from "I do dread:"—

> "You cannot dread an honourable death."
> "I do dread it."—*Shakespear.*

e. "*That there is not in English, as in Latin, a potential mood, properly so called, appears to me unquestionable.*" —Dr. Crombie. (Vide Note c.)

"That there is no subjunctive mood, we have, I think, equal authority to assert."—*Dr. Crombie.* Lowth and Johnson confine it to the present tense. Dr. Priestly, awkwardly, as he himself admits, advocates a preterite subjunctive; but old grammarians never mention it, and the most eminent modern grammarians exclude the whole. No language, grammatically considered, has more tenses, cases, or moods than are formed by inflection. (Vide SYNTAX.)

f. Place *what* before the past tenses, and insert the adverb *then*, and their force will be seen; as, "*What I did then love,*" "*what I should then be loving,*" &c. In the same way, insert the *definitive now*, and examine the present compound forms. (Vide Note h.)

g. "Did love" is indefinite in respect both to the time and to the completion of the action.

h. "'I have loved' clearly refers to present time."—*Dr. Crombie.* I possess *now* the finished action of loving. It signifies a perfect action, either newly finished, or in a time of which there is some part to elapse, as, "It has rained all this week;" or an action whose *consequences* extend to the present. It is compounded of the present time, "I have," and is named *definite* on the authority of Lowth, Priestly, Beattie, Harris, and others. On their authority, "I loved" is termed *indefinite.* In "I wrote" all idea of the present time is excluded: it supposes an interval to have elapsed between the time of the action and the speaking of it, at least all connection *in idea* with the present *now* is excluded.

i. *Imperfection* and progression* is denoted, yet the *time* of the action is *past.* "This tense, *in respect to time, is the same* as 'I have loved.'"—*Dr. Crombie.*

j. This is the pluperfect of the Grammars: it denotes an action perfected before another action was done.

k. In respect to *time*, "I had been loving" is more than past; in respect to *action*, it is imperfect*. It denotes *an action progressing before another action perfected.*

l. "I shall or will love" has no reference to the completion of the action. The progressive future expresses its progression and imperfection. The future perfect denotes that a future action will be *completed* before the *commencement or completion* of another action, or before a certain future action.

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* Mark the fact, that there is *imperfection* with respect to the *action only;* the *tense* or *time* is *past* or *perfect.* Compare Notes i, k, b, and f.

Note.—The "Present future *definite,*" page 49, is called by Macculloch "Present future *perfect.*" We call it "*definite,*" to distinguish it from the "Present future *indefinite,*" or "*incomplete.*"

73. THE PASSIVE VOICE.

PRESENT (Tenses).

Indefinite.		*Progressive*		*Potential.*	
1.I am	Loved.	I am	Being loved	I may or can	Be loved.
2.Thou art		Thou art		Thou may-	
3.He,she,it is		He is		est or canst	
1.We are		We are		He, she, it	
2.Ye are		Ye are		may or can	
3.They are		They are		&c.	

PRESENT PERFECT.

Definite.		*Potential.*	
1.I have	Been loved.	I may or	Been loved.
2.Thou hast		can have	
3.He has		Thou may-	
1.We have		est or	
2.Ye have		canst have	
3.They have		He, &c.	

PRESENT FUTURE.

**Indefinite.*		*Definite.*	
1.I shall or will	Be loved.	I shall or will	Have been loved.
2.Thou shalt or		Thou shalt	
wilt		or wilt	
3.He,she,it shall		He, she, it	
or will		shall or will	
1.We shall or		We shall or	
will		will	
2.Ye shall or		Ye shall or	
will		will	
3.They shall or		They shall	
will		or will	

PAST (Tenses).

Indefinite.		*Progressive*		*Potenti*
1.I was	Loved.	I was	Being loved	I might o
2.Thou wast		Thou wast		could
3.He was		He was		Thou mig
1.We were		We were		est or
2.Ye were		Ye were		couldst
3.They were		They were		&c.

PAST PERFECT.

Definite.		*Potenti*
1.I had	Been loved.	I might or
2.Thou hadst		could ha
3.He had		Thou migh
1.We had		est or
2.Ye had		couldst
3.They had		have, &

PAST FUTURE.

Indefinite.		*Defini*
1.I should or	Be loved.	I should or
would		would
2.Thou shouldst		Thou shoul
or wouldst		or would
3.He, she, it		He, she, it
would or		would or
should		should
&c.		&c.

IMPERATIVE.. 2. Be thou loved. 2. Be ye or you loved.
INFINITIVE.. *Imperf.* To be loved. *Perf.* To have been loved.
PARTICIPLE.. *Imp.* Being loved. *Com. Per.* Having been loved.

(Turn to the Exercises 45.)

74. ¶. It has been thought proper to subjoin the common view of the Compound Tenses, in order to accommodate Teachers who adopt the generally-received doctrine.

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* For "*indefinite*" and "*definite*" we might use the terms "*incomplete*" and "*complete.*"

TO LOVE—Active Voice.

INDICATIVE MOOD.

(Continued from § 17.)

Perf.	Sing. 1. I have loved; thou hast loved; he has or hath, &c.
Tense.	Plu. 1. We have loved; ye or you have loved; they have loved
Pluper.	Sing. 1. I had loved; thou hadst loved; he, she, it had loved
Tense.	Plu. 1. We had loved; ye or you had loved, &c.
Pres.	Sing. 1. I shall or will love; thou shalt or wilt love; he shall, &c.
Future.	Plu. 1. We shall or will love; ye or you shall or will love, &c.
Perf.	Sin. 1. I shall or will have loved; thou shalt or wilt have loved; &c.
Future.	Plu. 1. We shall or will have loved; ye or you shall or will have, &c.

POTENTIAL MOOD.

Pres.	Sing. 1. I may or can love; thou mayest or canst love; he, &c.
Tense.	Plu. 1. We may or can love; ye or you may or can love; they, &c.
Imper.	Sing. 1. I might, could, would, or should love; thou mightest, couldst, &c.
Tense.	Plu. 1. We might, could, would, or should love; ye or you might, &c.
Perf.	Sing. 1. I may or can have loved; thou mayest or canst have, &c.
Tense.	Plu. 1. We may or can have loved; ye or you may or can have, &c.
Pluper.	Sing. 1. I might, could, would, or should have loved; thou mightest, &c.
Tense.	Plu. 1. We might, could, would, or should have loved; ye or you might, &c.

IMPERATIVE MOOD.

Sing. 2. Love thou; or, do thou love. Plu. 2. Love ye; or, do ye love.

INFINITIVE MOOD.. *Pres.* To love. *Perf.* To have loved.

PARTICIPLES.. *Pres.* Loving. *Comp. Perf.* Having loved.

75. PASSIVE VOICE.

INDICATIVE MOOD.

Pres.	Sing. 1. I am loved; 2. thou art loved; 3. he, she, it is loved
Tense.	Plu. 1. We are loved; 2. ye or you are loved; 3. they are loved
Imper.	Sing. 1. I was loved; 2. thou wast or wert loved; 3. he, &c.
Tense.	Plu. 1. We were loved; 2. ye or you were loved; 3. they were, &c.
Perf.	S. 1. I have been loved; 2. thou hast been loved; 3. he, she, it, &c.
Tense.	P. 1. We have been loved; 2. ye or you have been loved; 3. they, &c.
Pluper.	S. 1. I had been loved; 2. thou hadst been loved; 3. he, she, it, &c.
Tense.	P. 1. We had been loved; 2. ye or you had been loved; 3. they, &c.
Pres.	S. 1. I shall or will be loved; 2. thou shalt or wilt be loved; 3. he, &c.
Future.	P. 1. We shall or will be loved; ye or you shall or will be loved; they,
Perf.	S. 1. I shall or will have been loved; thou shalt or wilt have been; &c.
Future.	P. 1. We shall or will have been loved; ye or you shall or will, &c.

POTENTIAL MOOD.

Pres. Tense.	S. 1. I may or can be loved; thou mayest or canst be loved; he, &c. P. 1. We may or can be loved; ye or you may or can be loved; &c.
Imper. Tense.	S. 1. I might, could, would, or should be loved; thou mightest, &c. P. 1. We might, could, would, or should be loved; ye or you might, &c.
Perf. Tense.	S. 1. I may or can have been loved; thou mayest or canst, &c. P. 1. We may or can have been loved; ye or you may or can, &c.
Pluper. Tense.	S. 1. I might, could, would, or should have been loved; thou mightest, &c. P. 1. We might, could, would, or should have been loved; ye or you might, &c.

IMPERATIVE MOOD.

2. Be thou loved. 2. Be ye or you loved.

INFINITIVE MOOD.. *Pres.* To be loved. *Perf.* To have been loved.
PARTICIPLES.. *Imperf.* Being loved. *Perf.* Having been loved.

Obs.—If we take away the participle LOVED from this passive verb, we have then all the tenses of the verb *to be*, as it is when compounded with the other auxiliaries. The same observation applies to the former passive verb.

§ 22. ADVERBS.

76. An Adverb is a word formed to accompany the Verb. It is also used to accompany Adjectives or other Adverbs.

Ex. "He is *doing well:* he sailed *yesterday*, with an *exceeding* rich cargo."

Thus it expresses some *additional circumstance* of *time*, *place*, *manner*, *order*, and *quantity*.

Obs.—Beauzee thinks the adverbs ought not to be divided, as it cannot be done precisely. It is thought, however, to promote a distinction of ideas, as follows.

77. Of *time;* as, now, to-day, then, when, yesterday, etc.

Obs.—Have not adverbs tenses to mark time? Yes; but adverbs of time mark the *particular instants* not marked by the verbs. It would require an almost infinite variety of tenses, for which a few adverbs of time are quite sufficient.

Of *place;* as, here, there, thither, hither, where, above, &c.

Obs.—*The* adverbs of this class are very numerous.

Of *order;* as, firstly, secondly, thirdly, &c.

Of *number;* as, once, twice, thrice, rarely, frequent, &c.

Of *magnitude;* as, wholly, altogether, exceedingly, &c.

Of *quality;* as, well, ill, highly, proudly, lordly, etc.

Obs.—The termination *y* and *ly* distinguishes one-third of the adverbs from adjectives. The termination *ly* has become more general during the last century.

78. *Ex.* "The wisdom and power of God shine *conspicuous* in all his works."

Obs.--There is an objection to this phrase, that conspicuous is written as an adjective; but authors feel reluctant to injure the metrical cadence of their prose. *Conspicuous* some think better than *conspicuously.*

Ex. "A *gently* flowing river."—*Kames.*

Ex. "A *smooth* extended plain."—*Kames.*

Obs.—We see the same author use "gently," but not "smoothly."

Obs.—Besides the classes of Adverbs enumerated above, we have others, of positive affirmation; as, *yea, yes, truly, verily,* etc.: of negation; as, *nay, no, not, none, in no wise,* &c.: of restriction; as, *only, merely, solely,* &c.: of interrogation; as, *why? wherefore? how?* &c.: of comparison; as, *so, thus, as, equally,* &c.: of inference; as, *hence, therefore,* &c.: of contingency; as, *perhaps, possibly, probably,* &c.: of preference; as, *principally, chiefly,* &c.

79. There are as many adverbs as there are *circumstances in an action.*

Obs.---For an adverb paints *minutely* the *circumstances of an action.*

There are as many adverbs as there are bearings in an argument.

As there are qualities inseparable from material objects, so there are circumstances inseparable from verbs.

It is the province of the adverb to describe those circumstances — circumstances which neither the mood nor tense of the verb *can* describe.

Obs.—Many adverbs are compounded of a preposition and a noun; as, *ashore*, *aboard*, *aside*, &c., meaning *on shore*, *on board*, *on one side*. Very many adverbs are compounded of an adverb and preposition; as, *thereabout*, *hereafter*, *whereas*, *wherever*, &c.

80. Most of the adverbs, like the adjectives, will bear a comparison.

Ex. I came soon, you sooner, but John came soonest."

Obs.—Adverbs may be distinguished from other parts of speech by not being preceded by nouns, or personal pronouns (except by transposition); by adverbs in *ly* never following prepositions; and by the adverb answering to one of these questions:—*How? In what manner? In what way?*

Obs.—We could not say, "*Man boldly*," "*I boldly*," "*To wisely*;" but, "Man *acted* boldly," "I *acted* boldly," "To *act* wisely." Mark the *position* of the words.

(Turn to Exercises 23, 51.)

§ 23. PREPOSITIONS.

81. The general idea of a Preposition has been explained.

The preposition invariably connects two words — the *subject* of relation and the *object* of relation.

Prepositions are generally put before the words they affect, that is, the *objects* of relation.

Obs.—The nature of the preposition can be best explained by examples.

82. Suppose I take a ball, or any thing, into my hands. Let the learner note all the relations in which I place the *subject in relation to its object*.

I throw it *on* the housetop—*on* indicates its relation there.

It rolls *to* the ground — *to* indicates its relation there.

I take it *into* my hand—*into* indicates its relation to my hand.

I throw it at a man — *at* indicates its relation to *the man.*

It falls *behind* him — *behind* indicates its relation to the man.

It rolls *under* a cart—*under* indicates its relation to the cart.

Thus we might continue to shew all possible relations of the ball by means of Prepositions.

83. We may substitute for *ball*, or the pronoun *it*, or the other nouns, *any* noun, and use it in the same way.

The noun substituted may imply something *material*, as the ball.

Or it may imply something *mental* that we cannot *handle* or *hold;* as, " He abstained *from* lying, *according to* the precept of his father."

Thus every *direction of action*, or *bearing of thought*, may be completed.

For prepositions shew every possible *connection of things*.

They shew also every possible *connection of actions;* as,—

Ex. "To swim *against* the stream." "To wade *to* the shore."

Many objects may be related to one another in succession; as,—

Ex. " I came *into* the room, and my father *after* me, *with* his book *under* his arm."

Obs.—Every material object is composed of parts that relate to the whole; as, " The apartments *of* a house;" " The kingdoms of Europe." The abstract quality has relation to its subject; as, " The whiteness of snow." Passion relates to its object; as, " The anger of Achilles." The action to its agent; as, " The conquests of Cæsar." So also the possessor to the thing possessed, &c.

84. All *objects, actions,* and *passions* have an *origin* and *end.*

The several relations of one to the other are expressed by prepositions.

Ex. "I remove *from* the fire;" "I saw him *after* that day."

Obs.—We have here the relation of separated objects.

Ex. "I did it *with* my hand;" "He sailed *with* the fleet."

Obs.—The first "with" shews the relation of the instrument and the agent; the second "with" implies association.

Ex. "He fell *by* the sword." *By* implies the instrument.

Ex. "Melons *for* the king's table." *For* is used in various forms.

Obs.—No list of Prepositions is needed if their nature be understood.

(Turn to Exercises 52, 53.)

§ 24. OF CONJUNCTIONS.

85. Conjunctions join the members of a sentence or words.

They give notice also of the regular succession of those members.

Some of these *connectives* are called copulatives; as, "day *and* night." So also *because, both, then, since, therefore, wherefore.*

Some are called disjunctive; as, "Go *neither* with him *nor* me."

Some are conditional; as, "I cannot pay you, *unless* I get the money."

Conjunctions are found among the Adverbs and other parts of speech.

The best rule to know them is by their situation. (Vide SYNTAX.)

§ 25. OF INTERJECTIONS.

86. Interjections copy the sudden and varied language *of passion.* They should never be used but in unison *with the heart.*

Many interjections are nouns; as, "*O heavens!*" "*Ah! sinful nation.*"

Some are verbs in the imperative; *avaunt! begone!*

There are interjections of *calling, laughter, derision,* and *surprise.*

Of grief; as, *O! ah! oh! alas! well-a-day*! *lack-a-day*! &c.

Of veneration; *O,* most frequently used in English.

Other interjections are, *tush*! *pshaw*! *aye*! *indeed*! *bravo*! &c.

§ 26. DERIVATION[1].

A TABLE of *Derivatives,* from the mother tongue of the English, for advanced learners. The *Saxon* forms most abound in English, and deserve *especial* attention.

DERIVATION by means of the *addition* of—

The vowel sound E.	1. In diminutives; as, *babe*, *baby*. (L.S.[2] babie.) 2. (After certain words ending in *-r;* as, *fish-er-y*[3]. &c.) 3. Words originating in *-ig;* as, *mistig:* in present English *-y;* as, *misty*[4]. In the *same* way, we have *all the derivative Adjectives in -y*.

DERIVATION by means of the *addition* of—

L	1. Substantives; as, *girdle*, *kernel*. 2. Adjectives; as, *little*, *mickle*. 3. Verbs; as, *sparkle*.	
R	(A.S. Subst. in -ER, mas. gen.) as, *laugh-t-er*, *slaugh-t-er*, &c. (A.S. „ „ -ER, neut. gen.) as, *fodd-er* (from the root *feed*). (A.S. „ „ -ERE, mas. gen.) a large class of *agents;* as, *singer*,[5]&c. (A.S. „ „ -RA, mas. gen.) as, *gander* (A.S. *gandra*). Verbs; as, *hinder*, *lower*.	
N	Subs. *maid-en*, *gamm-on*, (game,) *mai-n*[6]. Adjec. *ow-n* (eg-an, O.S.[15]) *open*, *earth-en*, (ird-in, O.H.G.[16]) *golden*, &c.	
T	Subs. (in A.S. *-t*), *gift*, *theft*, *frost* (freeze), *draught* (draw), &c. (in A.S. *-ta*,) the compounds of *wright*, *cartwright*, &c. Adjec. *tight* (from the root *tie*).	
D	Subs. *Bran-d (burn)*, *floo-d (flow)*, *mai-d* (*mai* in L.S.) Adjec. *Dea-d (die)*, *col-d (cool)*, [7]*thir-d* (from *three*).	
TH	Subs. (abstract ideas,) *dea-th*, *bir-th (bear)*, *leng-th*, &c. Adjec. *uncou-th*[8], (it originated in *ken*, to *know*.)	
TH	(Sounded as *th* in *thine*) Subs. *bur-th-en*.	
S	(Sounded as *s* in *sin*) Subs. *goose*[9].	
ING	Farth-ing (¼), rid-ing[10], morn-ing[11], &c.	DIMINUTIVES.
L-ING	Gos-l-ing (little goose), dar-l-ing (little dear), &c.	
KIN	Lamb-kin (little lamb), manni-kin (little man), &c.	
REL	Cocke-rel (little cock), picke-rel (little pike), &c.	
ARD	Drunk-ard, stink-ard, cow-ard	
OLD	Thresh-old, &c.	
ERN	East-ern, west-ern, north-ern, south-ern	
ISH	Child-ish (originally childisc), Engl-ish (Englisc)[12], &c.	
NESS	Good-ness, bright-ness, dark-ness[13] (a large class).	
STER	Song-ster, pun-ster, (spin-ster[14], the only fem. in Eng.)	

[1] See Note, page 14.——[2] L.S. means Lowland Scotch. Similar to *babie* is laddie, wifie (little or dear wife). *Baby* has lost its power as a *diminutive.*——[3] Enclosed in brackets, because *fish-er-y*, *nurs-er-y*, *&c.*

are double derivatives, improperly formed: they are *hybrid words; er* is Saxon, but the vowel sound that follows is not of *Saxon* or of *Gothic* origin, but of Latin or Greek; as, *histor-y*, from *histor-ia, &c.*——4. So *bloody* (blood-ig), *mighty* (might-ig).——5. ER, subtracted from the numerous forms like *reader, baker, &c.*, generally leaves either a *verb*, or a word that can be used as such.——6. *n* is no part of the original word. In *mai*, as in *may*, the idea is that of *power*.—7. We have *fif-th* from *five*, but *thir-d* from *three*, to prevent the concurrence of *th* twice in the same syllable.—8. It originally meant *unknown*.——9. *s* is no part of the original word. *d* and *n* have been lost: Vide *gandra*, above.——10. Corrupted from *trithing*.——11. *-ing* was originally *ung*, and distinct from the participle in *-ing*.—— 12. The softening down of the *sk* occurs in many languages.——13. *n* was no part of the original form; it was simply *-ess*, or earlier *ass* or *uss;* as, *plussi*, a crowd (Mœso-Gothic).——14. *str* was once applied to females *only*, and opposed to substantives in *-er*. [Vide derivatives in R.] 15. O.S. Old Saxon.—16. O.H.G. Old High German.—A.S. Anglo-Saxon.

OF SYNTAX.

THE word *Syntax* is derived from the Greek *syn,* with or together, and *tasso,* I arrange.

It relates to the arrangement, or putting of words together.

Etymology deals with the *forms of single words:* Syntax with the *combinations of these words;* that is, combinations intended to express a meaning, or form sense.

The chief points in Syntax are CONCORD and GOVERNMENT. (Vide § 12; 30, *Obs.*)

Obs.—We learn from the Chapter on Propositions what every sentence requires.

According to Girard and Gibelin, no simple sentence can contain less than three parts; and no sentence can comprise more than seven parts, viz.—1. subject; 2. attribute; 3. object; 4. termination; 5. circumstance; 6. conjunction; 7. adjunction.

Ex. "No, madam, I will deprive you of this tragic pleasure; he shall die by the hand of Orestes; by me shall your enemies fall; and you shall know at pleasure the lustre of my heroic deeds."—*Androm. Act* 4, *Scene* 3.

Obs.—*I*, is the *subject* who deprives, and this is always expressed by a noun or pronoun, just as the *object*, the *termination*[*], and the *attribute* are expressed by the verb and the adjective. 2. *You* is the *object*, Andromache, whom Orestes would deprive of the tragic pleasure. 3. *Deprive* is the verb which expresses the attribute. 4. *By the hand of Orestes*, *by me*, &c., are the circumstances. 5. *Madam* is the adjunct to the phrase. 6. *And* is the conjunction which merely unites the two ideas of the sentence, viz. the chivalry of Orestes, and the pleasure it would afford Andromache.

Thus the proper arrangement of our sentences, according to the practice of the best writers, is the office of Syntax.

Obs.—As the Grammarian can only *deduce* rules from the *practice of the language*, it has appeared to the Author better to give examples from the best writers, with reasons, and explanations *to follow*, than comment upon a principle when the instance is not *already* given. His own experience in teaching especially directs him to this course. [Vide Preface.] The examples are intended as parsing lessons also, that may be taken in their order. While parsing, the pupil should be required to give the Author's observations on the particular point of syntax illustrated.

RULE I.—It is the first and great rule of Syntax, that a verb must agree with its nominative in number and person.

Ex. 1.—" Emma paints." " Life is short." " The streets are crowded."

Ex. 2.—" The banano, whose broad foliage defends the inhabitants of the South from the solar rays, and the spiry fir, which admits them in the North, demonstrate the care of providence."—*Sutcliffe.*

Obs.—When the same verb applies to *several* nouns, they are all in the nominative case. Banano and fir are both in the nominative case, in apposition to each other, and require the plural verb *demonstrate.*

Ex. 3.—" To be benevolent is godlike."

Obs.—When the infinitive mood occurs in this way, it is said to supply the place of the nominative.

Ex. 4.—" *The rain, which fell seasonably*, was the more acceptable."

Obs.—Sometimes an expletive phrase is associated with the noun in the nominative. Though *rain* is the nominative, the *idea* of the *seasonable rain* is included.

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[*] "*Of this tragic pleasure*," is the termination or end of the action.

Ex. 5.—" Love, awake!"

Obs.—In the imperative mood, an ellipsis is often made of the nominative; as, " Love ye;" " Awake thou."

Ex. 6.—" I see the sea."——" The sea!"

Obs.—The words " The sea!" are in reply to the other phrase: we must therefore mentally supply the word "see," as a verb to the objective, "sea!" as, " Do you *see the sea?*"

*Ex. 7.—" King Agrippa, believest thou?"

Obs.—The proper name is named in the third person, and the person is addressed in the second.

Ex. 8.—" Were we not under the necessity."

Here there is both a transposition and ellipsis. It means, " If we were not under the necessity."

Ex. 9.—" Here am I." " Let there be light."

When adverbs of place precede the verb, the nominative generally comes after the verb. There is a double transposition in the second Ex.

Ex. 10.—" Likewise went they." " Great is the love."

Many conjunctions also cause nominatives to follow the verb. Adjectives also sometimes cause this.

Ex. 11.—" His meat was locusts and wild honey."

This is a bold transposition; but all the versions read thus. Ask the ordinary questions, *who? which?* or *what?* in order to discover the nominative; as, " What was John's meat?" *Answer*, " Locusts and wild honey *were* his meat."

Ex. 12.—" He ( ) being dead, yet speaketh."

Much is said of a case absolute: I take it to be the fragment of a phrase in which an ellipsis is to be supplied. Dr. Crombie and others are silent about this form.

Ex. 13.—" As it hath pleased him, of his great goodness, to give you safe deliverance, and hath preserved you in great danger."—*Prayer-Book.*

Who hath preserved? *Ans. Him* hath preserved you. Here is a solecism in Grammar: the accusative or objective pronoun is put for the nominative. It ought to be, "As he hath preserved you."

Ex. 14.—" You was present." " You were present."

Dr. Crombie deems it a violation of the rule to use the second example when speaking to one person.

[Turn to Exercises 55, 56, 57.]

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* 7, 8, 9, and 10, are Examples of the *nominative following the verb*, (i.e.) of *transposition*.

Rule II.—Two or more substantives singular, denoting different things, connected by the copulative *and*, or being *equivalent* to a plural, take plural verbs, nouns, and pronouns.

Ex. 1.—"John and James were once rivals."

John and James, joined by *and*, require a plural verb, just the same as if a plural noun had been used.

Ex. 2.—"Honour, affluence, pleasure, seduce the heart."

The copulatives *and* are understood. The agents, Honour, &c., which seduce, are understood collectively, and must have a verb plural.

Ex. 3.—"My strength and hope is perished."—*Lam.* iii. 18.

Many old writers, following ancient examples, joined *two* nouns by a *singular* verb, when there existed some resemblance in the sense.

Ex. 4.—"Prosperity and success was expected."—*Bp. Potter.*

This mode of using the singular verb was once common, but it is now obsolete.

Ex. 5.—"One and one *are* two." "One and one *is* two."

Dr. Withers gives us these examples; the first proper, the second vulgar; to shew that the singular verb is not well supplied by ellipsis to the first noun; for, he says, we should then have "One is two, and one is two;" therefore "one and one are four." This rule is certainly encumbered with difficulties; but the Doctor's remarks require limitation.

Ex. 6.—"Why is dust and ashes proud?"

***One subject* is here represented by *two names*, neither of which *singly* conveys the proper sense. In such cases we *may* use a verb singular.**

Ex. 7.—"Every clergyman and every physician *is* by education a gentleman."

According to Dr. Crombie, we should express ourselves with more ease and precision by using *is;* but, he says, it is more according to analogy to say "are gentlemen." Murray would prefer *is*.

Ex. 8.—"That ship, with her whole crew, *is* going down."

There are other correct forms of the same phrase. in which *with* merely connects an adjunct, and has the *singular* verb. We must not say, with Hume, "That ship with her whole crew, *are* going down."

Ex. 9.—"The King, with the Lords and Commons, constitute an excellent form of government."

Dr. Crombie does not think it necessary to consider the nature of the connecting word, whether it be *with* or *and*. We have only to consider how far the subjects *collectively* constitute a singular or plural, and use the verb accordingly.

Ex. 10.—"John, you, and I, *are* invited to dine."

There is here an ellipsis; as, John *is* invited, you are invited, and, I am invited. Difficulties often arise from the frequent ellipsis; from transpositions, which are not happy; or from some parenthesis or adjunct, which encumbers the sense. The student would do well to *collect* and compare similar examples.

Ex. 11.—"If iniquity be in me, slay me *thyself*."—*Bible.*

(i.e.) Do *thou thyself* slay me. The *simple* pronoun, which is the *real* nominative, is sometimes understood.

Ex. 12.—"Gray, as well as Butler, *was* a satirical poet."

A *singular* verb is sometimes used, because *comparison* is expressed or implied, *not combination.*

(Exercises 58, 59, 60, 61.)

RULE III.—When of two or more substantives, one exclusively is the subject of discourse, a verb singular is required.

Ex. 1.—"John, James, or Andrew, intends to accompany you."—*Crombie.*

That is, *one* of the three, but not more than one. Common phraseology, however, would rather accord with the Examples 2 and 3.

Ex. 2.—"*Neither* you *nor* I *are* in fault."

Obs.—*Neither* requires *nor*. *Either* requires *or*. The correlative of *as* is *so*. There are other correlatives.

Ex. 3.—"He knows not what spleen, languor, or restlessness *are*."—*Blair.*

Good writers have used Ex. 2 and 3, but they are best avoided.

(Exercises 62, 63, 64, 65.)

Rule IV.—Nouns of number, or collective nouns, may have a singular or plural verb, with pronouns to agree.

Obs.—When the noun of multitude is preceded by an adjective, or implies *unity*, the verb is *singular*.

Ex. 1.—" Israel doth not know, my people *do* not consider."

" Israel doth not know, my people *does* not consider."

The noun *people* implies the idea of a race, divided into tribes, and then scattered in towns, &c,; and seems rather to require the plural verb *do*.

It will be seen also, that if the term immediately suggest the *idea of number*, the verb is preferably made plural; so that the licence to use the singular or plural verb is not arbitrary.

Ex. 2.—" The world *considers* him as a man of application and talents."

Addison here uses the singular, but, in the warmth of eloquence, he passes to the use of plural verbs and pronouns; thus, speaking in continuation, he says,

Ex. 3.—" They (the world) cannot but admire the propriety of his conduct."

This fault is found in many writers. It should lead us to lean to the use of the plural as much as we can.

Ex. 4.—" The court of Rome *were* not without solicitude."

Ex. 5.—" Stephen's party *were* entirely broken up." —*Hume.*

There is a feeling of something unnatural and incorrect in both these expressions. *Was* should be used instead of *were.*

Ex. 6.—" The lowing herd *wind* slowly o'er the lea." —*Gray.*

Ex. 7.—" Now the flock *forsakes* the glade."— *Cunningham.*

On the use of the singular or plural, the Grammarians, as is usual in difficult and undecided cases, refer you to the best authors. These, however, seem to have no settled rule, as in the last two examples.

(Exercises 66, 67, 68, 69.)

RULE V.—Adjectives are not subject to inflection, or change of termination. They must be placed as near as possible to the nouns they qualify.

The pronominal adjectives, *this* and *that*, agree with their substantives in number. (Vide *Ex.* 2.)

Ex. 1.—" Good men." " Good women."

The form of the word 'good' is the same, whether applied to 'men' or 'women.' In Latin the form of the word *bonus*, good, with the word 'men' would be *boni*, good; with the other, *bonæ*, good.

Double **comparatives and superlatives are improper: say, 'The shortest way,' and not 'the *most shortest* way.'**

Ex. 2.—" This man." " That boy." " These men." " Those boys." (" Ten fathom deep."—*Milton.*)

The enclosed example is inaccurate. We must not associate a singular noun with a plural numeral adjective.

Ex. 3.—" Luxuriant harvest." " George the Third."

The substantive with which the adjective is connected, is ascertained by asking the questions, *who?* or, *what?* as, Who is the third? *Ans.* " George." Notice the *position* of the adjectives 'luxuriant' and 'third;' the one before, the other after the noun. The adjective is generally placed *before* the noun in English; but examples to the contrary follow, with the reasons.

Ex. 4.—" A parent indulgent to his children."

Here the adjective follows the noun, because its meaning is modified or explained by what follows, viz. 'to his children.'

Ex. 5.—" He is bold." " He seems courageous."

In these cases, the verb serves as a mere copula to unite the predicate with the subject, and the adjective follows the noun.

Ex. 6.—" Looks so haughty, treatment so severe."

The adjective is often placed thus for the sake of euphony.

Ex. 7.—" A law, just, wise, and good."

Where there are more adjectives than one, placed together, they often follow the noun.

Ex. 8.—" They came to a deep river, half a mile *broad.*"

When extent of space or time is denoted, the adjective is put after the clause expressing the measure.

Ex. 9.—" Not but that the *four first* lines are good." —*Atterbury.*

"We conceive the expression to be quite correct, though the other form, 'The first four' is often employed to denote the same." —*Dr. Crombie.* If *contrast* had been intended, then 'The first four' would be the correct expression.

Ex. 10.—"It has very *near* eaten up our good sense." —*Spectator.*

Ex. 11.—"There is *scarce* an ornament."—*Spect.*

Ex. 12.—"One *scarce* knows how to be serious."— *Spect.*

Addison and others, who polished the English language, appear to have been very slow to add the *ly* to many of their adverbs. The spelling is not always sufficient to help us to distinguish the adjective from the adverb. The adverb, however, will not admit the article, as above. We cannot say, '*a* scarce knows,' nor '*the* scarce knows.' If *scarce* were used as an adjective, we could use the article. Changing one adverb for another will sometimes help the learner to detect these differences. In the next example, the adjective and the adverb are contrasted.

Ex. 13.—"He is an agreeable man, because he conducts himself agreeably."

Ex. 14.—"The apricot tastes delicious." Why not say "deliciously?"

By some the word *is* would be substituted for *tastes*, and because "delicious" would *then* be right, they assert that all words of like nature, which allow the verb *to be* to be substituted, ought to be written as adjectives.

Ex. 15.—"I will make thee exceeding fruitful."— *Bible.*

Adjectives were not always improperly used for adverbs; in Wallis's time particularly their use was frequent. Our Grammarians, considering too much the Latin idiom, have been hypercritical in condemning such phrases as 'exceeding strong,' 'exceeding great,' &c. Though the word 'exceedingly' is now considered preferable to 'exceeding,' Webster, with others, observes, that adjectives are sometimes used to modify other adjectives; as, 'red hot.' There is, however, frequently an improper use of the adjective for the adverb; as,

Ex. 16.—"Extreme bad." "Excessive good."

Ex. 17.—"*Open* thy hands *wide.*" "He *fought hard* for his life."

Adjectives are here used to modify the meaning of the *verb* to which they refer.

Ex. 18.—" He was interrogated *relative* to that circumstance."

Ask the question, Who, or what, was relative? The answer, according to the construction of this phrase, would be 'He.' This is not the meaning. 'Relatively' ought to be used then, and not '*relative*,' which is an adjective, and must have *a substantive, expressed or understood, to agree with it.*

Ex. 19.—" *All* men held John for a prophet."

'All' implies the *whole*, whether of quantity or number. It is used as an adjective, either singular or plural.

Ex. 20.—" Each man sings in turn."—*Kames.*

Ex. 21.—" Each hour a mercenary crowd."—*Goldsmith.*

Ex. 22.—" To every house a lamb." " Every twelve years."

Ex. 23.—" Take either, (*i.e.* one or the other,) but not both."

***Each* is mostly restricted to two things taken separately: it is therefore used in the singular. It is often used as 'every.' (Vide Goldsmith's phrase.) It then requires a noun or pronoun in its construction. *Every* is sometimes joined to a plural noun, when the things are conceived as forming one whole. *Either* is a singular adjective, and implies only one of two. *Both* is a plural adjective, and denotes the two collectively.**

Ex. 24.—" *Much* fruit." " *Many* labourers in the vineyard."

***Much* is an adjective of *quantity*, and in the singular number. *Many* is an adjective of *number*, and consequently used in the plural number. Many is sometimes construed with a noun singular; as,—**

Ex. 25.—" *Many a flower* is born to blush unseen." —*Gray.*

Ex. 26.—" The remnant of my tale is long *enow.*" —*Chaucer.*

***Enough* is an adjective singular, and denotes quantity; as, 'wine enough.' *Enow* denotes number; as, 'beads enow;' but it is now obsolete. The old poet took the liberty of using it here, because he wanted a rhyme for the singular.**

Ex. 27.—" *No* laws are better than the English."

Ex. 28.—" There are *no* laws better than the English."

Ex. 29.—"The absence of all law is preferable to the English system."

We must guard against ambiguity in the use of the adjective '*no*,' as the meaning of the phrases above are evidently different; for Ex. 27 either implies that *the absence of all law is better* than the English laws, (in which case, Ex. 29 is to be preferred;) or it refers to the superiority of the English laws to others. In the latter case, Ex. 28 is to be preferred.

Ex. 30.—"These gentlemen do not meet to talk to *each other*."—*Addison.*

'Each other' and 'one another' were formerly used promiscuously. We now say of *two* persons, 'they are talking to each other;' of more than two, 'They are talking to one another.' Addison, in the example above, refers to the members of the Sighing Club at Oxford.

Ex. 31.—"Other money;" "As other men."—*Luke.* "The other day."

Other without the article is mostly joined to a plural noun. Our Saxon ancestors varied the orthography for the singular and plural.

(Exercises 70, 71, 72, 73.)

RULE VI.—The article* *an*, and its abbreviate, *a*, must be joined to nouns of the singular number, or to nouns of multitude which convey ideas of unity.

Ex. 1.—"An heir," "an army," "a history," "a few."

It is usually given as a rule, that *a* be placed before *consonants* and *h* aspirated, and *an* before *vowels* and *h not aspirated;* but the usage is divided. (Vide DR. CROMBIE's Syntax.) Some give it as a rule to put *a* before *h* when the syllable is emphatic, and *an* when the syllable has not the emphasis. In this case again the usage is divided: we have 'a history' and 'an history.' *An* is used before a vowel with two exceptions: 1. Before the simple sound of *u*, *followed by another vowel sound*, *a* and not *an* is used; 2. Before the dipthongal sound of *eu*, *a* may be, and frequently is used, as,

Ex. 2.—"Such a one." "Such a woman." "A youth." "A eunuch."

If the sound of 'one' be analyzed, we have *oo-un*, or *won.* If the sound of 'woman' be analyzed, we have *oo-umman.*

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* This word is used to conform as much as possible to ordinary phraseology. The articles are clearly adjectival in their nature.

Sheridan contends that all words beginning with *u*, when it has the diphthongal sound of *eu* or *e-oo*, should be preceded by *a*, and not *an*.

Ex. 3.—"It is not in (a) man to direct his steps."

'Man' *without* an article is taken for the whole of the human kind; but *with* an article, it indicates every *individual's* inability to direct his own steps. Abstract nouns thus stand *without* the article; as, 'Vice is odious.'

Ex. 4.—"Who breaks a butterfly upon a wheel." —*Pope.*

Pope errs in this instance, in using *a;* for he only expresses by it *one individual wheel of a species*, without determining which. It is not *any* wheel that he meant to express, but a known instrument of torture, or 'The wheel.' *The* is used by good writers to denote a *particular* individual or *individuals*.

Ex. 5.—"Such a gift for so great a service."

The indefinite article *a* is generally placed before the adjective, but it is often put after the adjective 'such,' and these words of comparison, *as*, *so*, *too*, *how*. The order may be correctly inverted; as, 'A service so great:' then the rule does not apply. '*All*' is the only adjective that *always* precedes the article.

Ex. 6.—"He is the author of two works of *a* different character."

Ex. 7.—"He is the author of two works of — different character."

The article *a* seems to distinguish between two subjects compared with each other *and a third*, previously mentioned. In such a case Ex. 6 is correct. If a mere dissimilarity between two productions were implied, Ex. 7 would alone be correct. The omission or insertion of the indefinite article, in some instances, nearly reverses the meaning; as Ex. 8 and 9.

Ex. 8.—"Contradictions may be found in him by any one who reads with *a little* attention."—*Locke.*

Ex. 9.—"Ah! *little* think the gay licentious crowd." —*Thomson.*

In Ex. 8, 'a little' means 'some,' and 'little' is equivalent to 'not much,' or 'not at all.' Many similar examples may be found in which 'few' is opposed to 'many,' and 'a few' is equivalent to 'some,' or 'not none;' for the *a* seems to amplify the idea in the same way as a double negative. The absence of the *a* seems to diminish the idea. This amplifying and diminishing sense of the article *a* is still further seen in Ex. 10.

Ex. 10.—"He is *a* better soldier than scholar."

It means of *two* qualities. 'He' possesses in a *superior degree* those qualities which form the soldier. *There is a comparison between two qualities in one subject.*

Ex. 11.—"He is a better soldier than a scholar."

Here there is a comparison of *two different qualities* in *two different subjects.* The one (He) has the constituent qualities of a soldier more than any literary man.

We can now understand in what respect Pope erred in inserting the second article, when writing to Atterbury thus—

Ex. 12.—"You thought me not a worse man than *a* poet."

Great ambiguity often arises from mistakes like these, as Pope evidently wished to compare his moral with his practical qualities.

Ex. 13.—"Six-pence a dozen;" "twice a year." Meaning *every* dozen, *each* year.

Ex. 14.—"The wisest and best of men are sure to err."

Ex. 15.—"He was the best of fathers and the best of men."

Why is the article repeated in the one example and not in the other? Because in Ex. 14 there is only *one subject*, one *generic name*, 'men.' The word 'best' is an additional epithet to 'wisest,' and *both* are combined in *one subject.* In Ex. 15, we divide the relation, and introduce *two subjects*, 'fathers and men,' and apply an epithet to each; 'wisest' to one, and 'best' to the other. Each of these must be made distinctive by the definite article *the.*

Ex. 16.—"*All* words which are signs of complex ideas, furnish matter of mistake."—*Bolingbroke.*

The word '*the*' ought to be inserted in this phrase; for as *all words* are not signs of complex ideas, the idea is restrictive and definite, and should be expressed by 'all the' or 'all those words' etc.

Ex. 17.—"The civil and the military authorities."

When two qualities *agree in the same person*, the article may be omitted; but this is not the case when the second adjective is not an additional epithet to the noun, but belongs to a subject totally different, although only implied, as in the same generic name, 'authorities.' The two following objectionable phrases are sanctioned by usage.

Ex. 18.—"The Lords spiritual and temporal."

Ex. 19.—"The ecclesiastical and secular powers."

Ex. 20.—"London," "Paris," not "the London," etc.

Of *rivers*, however, we say, 'The Rhine,' 'the Po,' 'the Loire.' Of *inhabitants*, 'The Russians,' 'the French.' Of *individuals*, 'a Russian,' 'a Frenchman,' &c. Of *countries*, we say, 'Russia,' 'France,' &c., without the article.

(Exercises 74, 75, 76.)

Rule VII.—Substantives signifying the same thing agree in case.

Ex. 1.—"Solomon, the son of David."

The words explain each other; they are in the same case; they express the same thing; they are said to be in apposition.

Ex. 2.—"The two Miss Thomsons."

"Analogy would plead in favour of another construction, and lead us to say 'The two Misses Thomson;' for if the ellipsis were supplied, we should say, '*The two young ladies of the name of Thomson*.'—Dr. Priestly.

"General usage, and, I am inclined to think, analogy likewise, decide in favour of" Ex. 2.—Dr. Crombie.

Rule VIII. — One substantive governs another signifying offspring, production, or property, in the genitive or possessive case.

Ex. 1.—"David's son." "The king's palace."

Our Saxon fathers used to express this case by *es*, and sometimes later writers by *is*; as, 'Kinges house,' 'Faderis hands,' etc. In a sermon written in the 9th century, we have 'Oure Lordes sufferings;' 'Moseses law.'

Ex. 2.—"He is a king's brother's son."—*Chaucer*.

About the time of Chaucer, some writers began to suppress the *e* of *es*.

Ex. 3.—"John his book." "Asa his heart was perfect."

Such phrases are inaccurate: the pronoun 'his' is not properly substituted for the changed termination of the genitive, the sign of which is *s.**

Ex. 4.—"The Queen's Majesty."

This is not capable of being derived from 'the Queen his Majesty.'

*** The sign is s in the Sanscrit and the Zend, and in all the derived languages.**

Ex. 5.—"The sailor's courage." "The sailors' courage."

Notice the apostrophe (') in each case: the first is for the singular, the second for the plural.

Ex. 6.—"For Herodias' sake, his brother Philip's wife."

The omission of the *s* after 'Herodias' is a liberty sometimes taken with the singular, like that which is *necessary* in the phrase, 'brother Philip's wife.' 'Brother' has not the sign of the genitive, as it is taken with '*Philip*' as one word.

Ex. 7.—"They are persecuted for righteousness' sake."

Certain hissing sounds are obviated by substituting an apostrophe for the termination, We cannot take the same liberty with plural surnames, as Watkins's, lest the *hearer* should suppose the name was Watkin.

Ex. 8.—"The *two* Jenkins's ship." "J. and S. Davis's books."

Ex. 9.—"Jenkin and Lloyd's ship."

For plural surnames we are obliged to mention the number, or repeat the proper names. Notice the apostrophe on the *second* noun in Ex. 9. It will be on the first also when the idea of production or property is distinct, as in Ex. 10.

Ex. 10.—"Reynolds' and West's style of painting."

Ex. 11.—"Are they your children?" "No: they are my sister's."

The *use* of an apostrophe is, in this instance, most forcibly shewn. As the example stands, it means 'children of a sister;' without the apostrophe, it would mean merely 'sisters.'

Ex. 12.—"Howard's, Wilson's, and Baker's houses have been unroofed."

Here there is the idea of property held by each, distinct from the other. The phrase is correct, and accords with established phraseology, but the expression is rather uncouth, and may in some cases be ambiguous, even after substituting *of* for the sign of the genitive. It would be better to say as in Ex. 13.

Ex. 13.—"The houses belonging severally to Howard, Wilson, &c."

"John, William, and Richard's house."

***Here* there is the idea of common property. To avoid the am-**

biguity and harshness of the uninflected nouns, we had better use the form of Ex. 15.

Ex. 15.—" A house, the common property of John, William, and Richard."

Ex. 16.—" Abraham, Isaac, and Jacob's posterity were carried captive."

One ignorant of the history might imagine, from the construction, that Abraham and Isaac were carried captive. If we change the construction, and say,

Ex. 17.—" The posterity of Abraham, of Isaac, and of Jacob were carried captive,"

An ignorant reader might imagine that three distinct generations were carried captive. The omission of the last two prepositions would not mend the phrase. To make apparent the idea of the posterity being the common property of the three, we must say,

Ex. 18.—" The common posterity of Abraham, Isaac, and Jacob were carried captive."

Ex. 19.—" I am going to St. Paul's." Understand *cathedral*, or some such word.

Ex. 20.—" This was bought at Rundell & Bridge's." Understand *shop*.

Ex. 21.—" I bought this at Smith's the bookseller."

Here the word *Smith's* and *bookseller* mean the same thing. They are then in apposition, and ought to be in the same case.—Ex. 22 is the correct form.

Ex. 22.—" I bought this at Smith's the bookseller's." —*Latham.*

Ex. 23.—" I bought this at Smith's, a respectable bookseller and old friend."—*Dr. Crombie.*

Ex. 24.—" I bought this at *Smith the booksellers.*" —*Latham.*

The latter construction is approved, on the ground of two or three words in a state of government being dealt with as a single word: *e. g.* 'The King of Saxony's army.' In this expression the army is spoken of as belonging to the king, and the sign of the possessive case naturally comes after '*king*,' as, the 'king's army;' yet the army is spoken of as belonging to 'Saxony.' This is not the fact. " The whole expression is dealt with as a single word." —*Prof. Latham.*

Dr. Crombie has tried, says Sutcliffe, to fit these crooked billets in what he says of Ex. 25.

Ex. 25.—" A kinsman *of the traitor's* waited on him yesterday."

With all deference to the Doctor's opinions, I think there is an ambiguity in what he says of this example of the double genitive, that it implies '*a kinsman of the traitor's kinsman.*' For this again would imply that the 'kinsman' was *only related* to the '*traitor's kinsman.*' The easiest explanation of this difficult construction appears to be, to take *of* in the sense of '*amongst*,' or to give the double genitive a place only in the English language where a *double idea* of *derivation*, *property*, or *descent* are combined, as in Ex. 26.

Ex. 26.—" The trees were in a corner of my father's field."

The 'corner of a field' is one idea, requiring one sign of the possessive ('of'). 'Father's field' is the second idea of possession, requiring another sign of the possessive ('s). Thus we have a double genitive.

Ex. 27.—" This is a picture of my friend."—*Dr. Priestly.*

Ex. 28.—" This is a picture of my friend's."—*Id.*

Ex. 29.—" This picture is my friend's."—*Sutcliffe.*

Ex. 30.—" A sermon of Dr. Price."—*Burke.*

Ex. 27 means a likeness. Ex. 29 means property. Ex. 28 is a double genitive, considered inadmissible by those who use forms after Ex. 30. Taking '*of*' in the sense of '*amongst*,' we may use Ex. 28 in the sense of this is a picture 'amongst my friend's pictures.' In this sense Dr. Crombie's example (Ex. 25, above) is clear.

Ex. 31.—" The Commons' vote." " The Lords' house."—*Hume.*

Here is great want of dignity and of elegance. It is better to say,

Ex. 32.—" The vote of the Commons." " The house of Lords."

Ex. 33.—" This is the palace of the son of the king."

Much better 'This is the palace of the king's son.'

(Exercises 77, 78, 79, 80.)

RULE IX. — Pronouns must occupy the position which their antecedents would fill, if repeated, and agree with the nouns which they represent in gender, number, and case.

Ex. 1.—"Can a woman forget *her* sucking child?"

'Woman' is *singular* and *feminine*, and 'her' agrees with it in gender and number.

Ex. 2.—"The fruit tree yielding fruit after *his* kind."

This is a violation of the rule. It should be, *after its kind*.

Ex. 3.—"I that speak unto thee am he."

***I* and *he* are both in the nominative case. The verb *to be* has the same case after as before it. '*He*' requires the antecedent to be named with which it agrees.**

Ex. 4.—"Let thou and I the battle try."—*Chevy-chase.*

The construction should be, 'Let me and thee try the battle;' or, 'Let me try the battle with thee.'

Ex. 5.—"And Saul said to David, Thou art more righteous than I."—1 *Sam.*

Great confusion exists in this country between our written language and the oral phrases of the less instructed public, particularly in the use of the objective case. Whole counties would say, 'There is no one happier than *me*,' instead of saying,

Ex. 6.—"There is no one happier than I," (i.e.) "than I am."

So also, 'John and *me* went together.' This is incorrect. The reason is, perhaps, that the written language follows more the beautiful unity of the Anglo-Saxon, while the people in their ordinary phrases adhere to the soft fluency of the French: *e.g.* 'C'est moi*.' This variation is not likely to be corrected. The ear seems to decide in great measure, as in the frequent use of *them* for *those*, as in Ex. 7.

Ex. 7.—"I love *them* that love me, and those that seek me early shall find me."—*Proverbs.*

Ex. 8.—"His mercy is on *them* that fear him."

Ex. 9.—"The lambs *they* are sportive and gay."

The pronouns, *they*, &c., must not be used in the same member of the sentence as the nouns they represent.

*** Most likely from Anglo-Norman influence.**

Ex. 10.—"The Lord *he* is God."

The emphasis and energy of the expression allows '*He*.' The original is doubly beautiful, for it is, 'The Lord *himself* is the God.'

Ex. 11.—"I wrote the letter, but it was not sent."

In this instance, '*it*' regularly follows the noun, and presents no difficulty.

Ex. 12.—"It rains." "It snows." "It blows."

Ex. 13.—"It grieves me." "It is best to let it alone."

Ex. 14.—"It is he, she, or they." "It is amiable."

Ex. 15.—"It is situate near the shore."

Much has been said of such forms; but it appears likely that '*it*' is substituted for some *nominatives which have been comparatively lost sight of in the importance of the thing predicated or affirmed of them.* The circumstance of '*it*' remaining *unchanged* for every person, number, gender, or thing, may have led more immediately to this.

Ex. 16.—"Egypt, where it never rains, is watered by the Nile."

'Egypt' is not the antecedent of '*it*.' Dr. Gregory would have read,

Ex. 17.—"Egypt, where there is no rain, is watered by the Nile."

Ex. 18.—"Homer, *who* wrote the Iliad."

Here the antecedent, 'Homer,' was a man (a person), and *who* is employed as a relative pronoun.

Ex. 19.—"The rivers, *which* flow into the sea."

The antecedent not being a *person*, the relative is *which*. It is the *representative* of 'rivers,' and requires a plural verb, just as the word 'rivers' itself does. If the word 'river' had been used instead of 'rivers,' *which* would have been joined to the singular verb 'flows.' The verb *agrees* with the relative.

Ex. 20—"Beware of false prophets, which come to you in sheep's clothing."

Here the antecedent is 'persons;' *which* is therefore improperly employed.

Ex. 21.—"The men and books *that* he studied."

The word *who* applies to *persons*, the word *which* to *things*, the word *that* applies to *both*; hence it will be seen how 'that' conduces to the brevity of a phrase, by preventing the two frequent

repetition of *who* and *which*. The word *that*, as a relative, is not only preferred in Ex. 21, but after *who*, taken interrogatively; after the word *same*, generally; and after *superlatives* generally, as in Ex. 22, 23, and 24.

Ex. 22.—"The *wisest* man *that* ever lived."

Ex. 23.—"*Who that* has the spirit of a man would bear this?"

Ex. 24.—"He is the *same* man *that* you saw yesterday."

'*That*' cannot be governed by a preposition or verb; hence, in the phrase 'The same man *with* whom,' *whom* is alone allowable, and not *that*.

Ex. 25.—"Who steals my purse steals trash." (i.e.) *he*, or the *man*, who.

The antecedent pronoun of the third person is often suppressed when no particular emphasis is implied.

Ex. 26.—"Herschel, *the astronomer*, who discovered a new planet."

The relative should be placed as near as possible to the antecedent, to prevent ambiguity; an expletive, however, like 'the astronomer,' in the Ex., may fall between.

Ex. 27.—"To involve his minister in ruin, who had been the cause of it."

Here a circumstance is thrown in, between the relative and the verb, which causes confusion in the idea. It ought to be,

Ex. 28.—"To involve in ruin his *minister*, *who* had been the cause of it."

Ex. 29.—"It was *Dido*, sister of Pygmalion, *who* built Carthage."

'Dido' is the antecedent of the relative 'who.' 'Sister of Pygmalion' is merely a descriptive adjunct, which may be omitted, and which has nothing to do with the syntax of the sentence.

Ex. 30.—"The bill was rejected by the Lords, *which* excited no small degree of jealousy and discontent."

That is, '*which* thing,' viz., 'the rejection of the bill.' *The whole clause is the antecedent.*

Ex. 31.—"He offered a great recompence to *whomsoever* would help him."—*Hume.*

'*Whomsoever*' is a solecism: it is not under the government

of '*to.*'"—*Dr. Crombie.* The phrase is incorrect: the antecedent is *him* or *them*, understood; and if it were supplied, the construction would not be equally good with *whoever*, though Priestly allows it is. It should be *whoever* or *whosoever.*

Ex. 32.—"*What* methods *soever* he may adopt."
This division of the word is quite correct.

Ex. 33.—"I am the man who commands you."
„ 34.—"I am the man who command you."

Murray's seventh rule is erroneous. The construction is by no means arbitrary. Refer to the Chapter on Propositions. It will be found in Ex. 33, the relative clause with the antecedent 'man' forms the *predicate*, and the sentence is equivalent to *I am your commander.* In Ex. 34, 'The man' simply is the *predicate*, and 'I who command you' the *subject*. The sentence is then equivalent to—*I, your commander, am the man.* Murray, indeed, in one edition, half corrected the mistake; but in the last edition of his Grammar the *original* error was inserted.

Ex. 35.—"There were two other, malefactors, led with him to be put to death."—*Luke.*

The omission of the relative is a conspicuous error. Beza, who follows Calvin, reads, 'Two others also, who were malefactors, &c.'

(Exercises 81, 82, 83.)

RULE X.—If no nominative intervene between the relative and the verb, the relative shall be the nominative to the verb.

Ex. 1.—"Solomon, *who was* the son of David, built the temple of Jerusalem."
Who is the nominative to the verb *was.*

RULE XI—When the relative pronoun WHO *precedes the subject* of the verb, it is either in the possessive or objective case. Or, to use a more general form, if a nominative *intervene between the relative and the verb,* the relative shall be under the government of the preposition going before or the verb following.

Ex. 1.—"They are wise *whom* adversity has *instructed.*"
'*Whom*' is governed by the verb 'instructed:' the nominative '*adversity*' intervenes.

Ex. 2.—" He *who* has so long filled the British throne, *whose* power is paternal, and *to whom* all allegiance is due, has, &c."

The nominative, possessive, and objective cases of *who* are here shewn. *Who* is nominative by Rule XI.; *whose* is possessive, governed by the intervening nominative, 'power,' by Rule VIII.; *whom* is objective, governed by 'to,' according to Rule X.

Ex. 3.—" Solomon, whom David loved, was the wisest of princes."

The case of the relative may always be ascertained by repeating the antecedent. If we arrange *the relative clause* in the natural order, beginning with the nominative and the verb, it will run thus: —' David loved whom,' an expression analogous to ' David loved him,' (i.e.) Solomon. An attention to this arrangement would prevent many solecisms, and the frequent errors of the press.

Ex. 4.—" *Whom* do the people say that I am?"—*Mark.*

The correctness of '*whom*' is much disputed. Dr. Irwin says it should be 'who,' because the relative is not governed by the verb 'say,' but by the verb 'am.' If we arrange the Ex. in its natural order, it is, " Men say that I am *whom*." By this we see the incorrectness of 'whom,' according to Rule XII.

Ex. 5.—" The friend [whom] I visited yesterday is dead."

In colloquial language, *who* and *which* are often understood.

Ex. 6.—"The damage was far *greater* than he knew."

The comparative often allows the relative and the antecedent to be understood. Supply the ellipsis, and it runs thus,—

Ex. 7.—" The damage was far greater than *that which* he knew."

(Exercises 84, 85, 86.)

RULE XII.—The primary verb TO BE is mostly connected with the infinitives. It is always preceded or followed by a noun in the same case, denoting that the subjects are identical, or that the one term is the predicate of the other.

Ex. 1.—" I am he."

Ex. 2.—" I thought it was him."

In Ex. 1, *I* and *he* are nominatives. In Ex. 2, *it* and *him* are objectives. Whenever the pronoun follows the infinitive mood of this verb, it is always in the objective case.

Ex. 3.—" If it be I." Priestly says, Who would not say, " If it be me?"

It certainly more accords with popular usage, but nothing is gained by it. It is a departure from analogy, and therefore inadmissible.

Ex. 4.—" I am to ride;" " you are to walk;" " he is to be conveyed."

Examples illustrating the first part of Rule XII. These forms correspond to the future participle of the Latin.

RULE XIII.—An active transitive verb governs the (accusative or) objective case of nouns or pronouns.

Ex. 1.—" Parents love their children." " He teaches me."

It is an absolute law of Grammar, that the nominative should take the lead in the sentence; govern the verb, (i.e.) cause it to be singular or plural, &c., as required; and that the active verb govern the noun that follows it, causing it to be in the objective case.

Ex. 2.—" Achilles slew Hector." " Hector slew Achilles."

How transposition affects the structure of English sentences may be seen at once from these examples, as well as the law *that the nominative must precede.* Vide Obs. page 18.

Ex. 3.—" And thus the son *the* fervent sire addressed."—*Pope.*

The position fixed by the *law of usage*, as shewn in Ex. 2, is,

Ex. 4.—" And thus the son addressed the fervent sire."

The grammarians, in their strictures on Ex. 3, have required '*his*' to be substituted for the second article, in order to discover which is the nominative and which the objective.

Ex. 5.—" He asked *me* the *result* of that *affair*."

Here *me*, *result*, and *affair* are all in the objective case; hence the verb may govern more than one noun.

Ex. 6.—" The father loves his children, and they delight to obey."

(i.e.) "To obey *him*." The objective is sometimes understood.

Ex. 7.—" I suffered much." *Pain* or *grief* is understood.

Ex. 8.—"Let us *run* the *race* which is set before us."

Ex. 9.—"If any man see his brother *sin* a *sin*."

Here the *intransitive* verbs *run* and *sin* have nouns after them in the objective case. In such cases, the noun and verb must be of the same or kindred signification.

VIOLATIONS OF THE RULE.

Ex. 10.—"Who do I love so much?"—*Shakespear*.

Ex. 11.—"Those, who he thought true to his party." —*Clarendon*.

(Exercises 87, 88, 89, 90.)

RULE XIV.—Verbs signifying to ask, teach, offer, promise, pray, tell, allow, deny, and some others of like signification, are sometimes, especially in colloquial language, followed in the passive voice by an objective case.

This is a peculiar idiom noticed as a rule by only two grammarians, Dr. Priestly and Dr. Crombie. It *rarely occurs* in the Latin language, but much oftener in the Greek.

Ex. 1.—"He allowed me great liberty." Turned passively it is

Ex. 2.—"Great liberty was allowed me."

This accords with the Latin idiom.

Ex. 3.—"I was allowed great liberty."

This is a pure English idiom; compare also,

Ex. 4.—"A ship was promised me." "I was promised a ship."

Ex. 5.—"Send it us." "Send us it." "Tell him it." "Tell it him." Notice the position of "*us*" and "*it*."

Either of these forms were allowed in the times of Addison and Swift. The *thing* is now very generally placed before the *person*, as,

Ex. 6.—"Give it me." "Promise it me." "Offer it him."

RULE XV.—One verb governs another in the infinitive mood. *(The attribute signified by the latter verb being the object of the action, energy, or affection expressed by the former.)*

"*To*," the *sign* of the infinitive, is not used after the verbs, bid, dare, need, make, see, hear, feel, let, perceive, behold, observe, have, and know.

Ex. 1.—" I *dare do* all that doth become a man."—
Shakespear.

Ex. 2.—" He *bade* me *go.*" " I *saw* him *do* it."

Professor Latham speaks of the omission of 'TO' after *may*, *can*, *shall*, *will*, &c.; as, 'I may go,' not 'I may to go.'

Ex. 3.—" *In order* to acquire fame, men encounter the greatest dangers."

The popular and every-day language of the people, even in its inaccuracies, furnishes many apt and satisfactory reasons for its peculiarities. If we say, though inaccurately, 'I read *for to* learn,' expressing a remote and contingent effect, the 'for to' serves precisely the purpose of 'pour' in French, or the 'in order to' of the example.

Ex. 4.—" Good men are *desirous* to do good."

Nouns, *participles*, and *adjectives*, are followed by an infinitive.

Ex. 5.—" Not to trespass on your time, I will explain."

It means, 'that I may not trespass.' The infinitive is sometimes used in this absolute or independent sense.

Ex. 6.—" I expect to go there."

Ex. 7.—" I expected to go there."

Ex. 8.—" I expected to have gone there."

The *expecting* must *precede* or be *cotemporary* with the *going*; hence Ex. 6 implies the *futurity of its object* with respect to the present time. Ex. 7 implies *the same* with respect to the *past time.* In Ex. 8, the *expecting* and *going* are both considered in *past relations*, without the idea of *present or past futurity*, which attaches to the other two. These points have been much disputed, yet I think the above sufficiently explanatory. We might say, when the infinitive implies *a mere simple attribute*, it should then be in the *present time*; when it implies the idea of *completion* or *perfection* combined with the primary idea, it should be in the form called the *perfect tense.* Vide § 19, Obs. 2.

Ex. 9.—" I thought to have bought the estate."

" When?" " Yesterday, at 12 o'clock." That is, *I thought the action of buying the estate would be completed then.* If the idea of the writer was, that the action or state denoted by the *subsequent* verb, '*bought*,' be *prior* to that of the *primary* verb, '*thought*,' then Ex. 9 is correct; but if the action or state denoted by the subsequent verb be *cotemporary* with that of the primary verb, then we must use the *present infinitive*; as, Ex. 10.—" I thought *to buy* the estate."

Ex. 11.—" There were two circumstances which would have made it necessary for them *to have interposed* [to interpose] their good offices." —*Barrow's Lectures.* " To interpose" is the *correct* form.

Ex. 12.—" He has sent his boots *to mend.*"
Ex. 13.—" A house *to let.*"

Our national phrases are ever inclined to brevity. Ex. 12 should be 'to be mended;' Ex. 13, 'to be let.' 'The boots' have no power physically *to recover* their health, or morally *to mend* their faults.

Ex. 14.—" He went about doing good."—Acts x. 38.
Ex. 15.—" He went about to do good."

In Ex. 14, attention is drawn to the *progress* of thought and action. In Ex. 15, the view is fixed on the *intention and design* of the agent.

(Exercises 91, 92, 93, 94.)

Rule XVI.—Participles are construed as the verbs to which they belong.

Ex. 1.—" *Plunged* in despair."
Ex. 2.—" *Relieving* the distressed."
Ex. 3.—" A wounded mind."
Ex. 4.—" A wise saying."

'Wounded' is a participle, used as an adjective; and 'saying' is an imperfect participle, used as a noun. This construction is frequent. It becomes a real noun in Ex. 5.

Ex. 5.—" He maketh the *outgoings* of the morning to rejoice."—*Bible.*

Ex. 6.—" Temperance is the *regulating of* the desires according to reason."—*Tillotson.*

Substitute *regulation* for the participle, and it will be seen that '*of*' is essential to the construction.

Ex. 7.—" Much advantage will be derived from following this rule."

Lowth contends that the words 'this rule' is in the objective case after the imperfect participle. In his partiality to the Latin idiom, he has, as Horne Tooke observes, rejected much good English. Lowth says further, when the definite article precedes the participle, it becomes a pure noun, and therefore cannot have the regimen of the verb. He therefore condemns the expression in Ex. 8.

Ex. 8.—" By *the sending them* the light of thy Holy Spirit."

The opinion of Lowth is rejected by Crombie and others, as opposed to usage and perspicuity in the majority of examples.

Ex. 9.—" He expressed his pleasure *in the hearing of* the philosopher."

Ex. 10.—" He expressed his pleasure *in hearing the* philosopher."

The sentiment of these two phrases is different. According to Lowth, we may use either of these terms with the same meaning. This is an error: they are diametrically opposed to each other. In Ex. 9, the *active form*, *he heard*, is more nearly equivalent to the meaning. In Ex. 10, the *passive form*, the philosopher *was heard*, is more nearly equivalent to the meaning. The participle in ING has *either an active or passive* signification; and Dr. Crombie suggests, that when the noun connected with the participle *is active*, or doing something, the preposition '*of*' should be inserted, as in Ex. 11 and 12.

Ex. 11.—" In the hearing of the philosopher." (*i.e.*) The philosopher *hearing*.

Ex. 12.—" In hearing the philosopher." (*i.e.*) The philosopher *being heard*.

Ex. 13.—" Much depends on a *man's regulating* his desires, for the greatest evils arise from *his neglecting* them."

'Regulating' and 'neglecting' are both construed as nouns, governing '*man's*' and '*his*,' yet each has the regimen of its proper verb, governing *desires* and *them*. The form of this Ex. is allowed, but Ex. 14 has by *some* been considered incorrect.

Ex. 14.—" Much depends on the *desires' being regulated*, and the greatest evils arise from *their being neglected*."

It has been said, " Here is a noun, (desires') and a pronoun to represent it in the *possessive*, that is, under the government of a noun, but without any noun to govern it." But we agree with Dr. Campbell, who has examined the objection, that the expression is *sanctioned by usage*, that it is *agreeable to analogy*, and that it *prevents circumlocution*. Ex. 13 and 14 are precisely analogous.

Ex. 15.—" *His being* subjected to insult was the *cause.*"

Ex. 16.—" *He being* subjected to insult was the cause."

The form of Ex. 15 is set aside by some *late* writers, and the form of Ex. 16 adopted. This is an idle affectation of the Latin idiom. The first is the common mode of expression; it is truly English, and more precise than the other; for the meaning is not 'he being,' but 'his being subjected' was the cause.

Ex. 17.—" This jealousy accounts for *Hall charging* the Duke with murder."

Mr. Baker, commenting on the uncouthness of this phrase, which should be 'Hall's charging,' speaks of it as "used by the ignorant, and often affected by those who are not ignorant."

Ex. 18.—" What think you of my horse's running to-day?"—*Priestly.*

Ex. 19.—" What think you of my horse running to-day?"—*Id.*

Ex. 18 implies that the horse did actually run. Ex. 19 asks whether it is proper for the horse to run to-day. This distinction is frequently neglected: the latter is most frequently used, though improperly for the former.

Ex. 20.—" His behaviour, *looking at it in every point of view,* is commendable."

Here the use of the participle is absolute and independent, as in the case of the infinitive above. Vide Rule XV., Ex. 5.

(Exercises 95, 96, 97.)

Rule XVII.—A noun or pronoun joined to a participle is put in the nominative, if the *case* of the noun or pronoun *is dependent* on *no other word* in the sentence.

Ex. 1.—" *We being exceedingly tossed, the next day* they lightened the ship."

'We' joined to the participle 'being,' is not connected with any other word of which it can be the regimen; nor is it a nominative to any verb: it comes therefore under this rule, which answers to the Latin ablative absolute.

Ex. 2.—" Solomon has made as wise proverbs as any one has done, *him only excepted,* who was a much wiser man than Solomon."—*Tillotson.*

'Him' for 'he' is a violation of the rule.

(Exercises 98, 99.)

RULE XVIII.—Adverbs have no government.

Ex. 1.—" Brutus *frequently* reprehended Cassius *severely* for his avarice; while Cassius *sometimes* blamed Brutus *justly* for his unseasonable levity."—*Barron.*

The position of these adverbs is peculiarly happy. The adverb, as its name implies, is generally placed *close* to the word which it modifies or affects; its force therefore very much depends on its *position*. Inattention to the proper collocation of adverbs is a great cause of inaccuracy. Lowth observes, that " The adverb should be for the most part placed before adjectives and after verbs." This is indeed the *general* arrangement, but it admits many exceptions. Writers greatly err with the words *only*, *merely*, *solely*, &c.

Ex. 2.—" By the pleasures of imagination, I mean *only* such pleasures as arise originally from sight."—*Spectator.*

Dr. Blair would have read, '*such pleasures only*.' Hence he says correctly in his Sermons,—

Ex. 3.—" Such excellence could proceed from wisdom and virtue *only*."

Ex. 4.—" The porter *only* knows that the carriage passed."

" The place of 'only,' in my opinion, is *after* the substantive to which it refers."—*Dr. Crombie.* This rule of Dr. Crombie's will not in all cases preclude ambiguity, for the *practice of authors* has not been uniform, and the usage is sometimes divided. Hence the adoption of this as a new and *general* rule would be liable to objection.

Ex. 5.—" I do not mean (   ) *only*, but — &c."

If the brackets were placed after *only*, it would also accord with the practice of the best writers; but there is in either case the idea of *one thing* or *things* understood. Perspicuity requires the insertion of the auxiliary when *only* is so placed as to qualify either the noun or the attribute. (Vide Ex. 8.) 'I only' should then be, 'I (   ) only.' The periodical press teems with errors in the use of " *only*."

Ex. 6.—" *Only* *I* have too great a value for you." —*Pope.*

Only introduces the clause, and is equivalent to ' One thing is true.'

Ex. 7.—" *I only* have too great a value for you."

Had Pope said this, it would have implied that 'he' was the *only person who* valued.

Ex. 8.—"I *do only* [one thing] entertain too great an esteem for you."

That is, he merely entertained an esteem, but could not manifest it.

Ex. 9.—"I have *only too great* a value for you."

In idea this is properly contrasted with 'and not too little.'

Ex. 10.—"I have too great a *value only*."

***Value* is here to be contrasted with another sentiment.**

Ex. 11.—"*Once I* was like him." "*He once* told me all his heart."

Adverbs of number likewise vary their position.

Ex. 12.—"Sixtus the Fourth was, if I mistake not, a great collector of books, at least."

Kames reads, "Collector at least of books."

Ex. 13.—"He was *not honored* with this reward, but with approbation."

Ex. 14.—"He was *honored not* with this reward, but with approbation."

Ex. 13 implies that he was honoured *not without* approbation. Ex. 14 implies that he was not honoured with a reward, but with approbation. The latter is the meaning, and Ex. 14 is the correct phrase.

Ex. 15.—"*Perhaps* you did not hear him."

Ex. 16.—"*Never* man spake like this man."

Adverbs of time, place, affirmation, and inference especially, either take the lead in a sentence, or fall in where the idea will best associate, or where the cadence is best heard, as in Ex. 16.

(Exercises 100, 100*a*, 101.)

RULE XIX.—It is incorrect to use two negatives in one negation. One of the double negatives employed by our fathers, though supported by ancient and modern languages, is now mostly superseded by the words *any*, *even*, &c.

Ex. 1.—"We were," said a poor man, on being advised to read his Bible, "a great family, and *none* of us *never* had (ne) learning."

They still use two or three negatives in every county and in

every dialect. The example was court language not long ago. We should now say,

Ex. 2.—" None of us ever had any learning."

Ex. 3.—" He never yet *no villanie* ne sayde."—*Shakespear.*

Ex. 4.—" I have not found so great faith, *no, not* in Israel."

Ex. 3. *Any villany ;* Ex. 1. *Any learning ;* Ex. 4. *Not even in Israel.* As the *first* negative in Ex. 4 refers to the *act of searching*, the *second* to the *nation of Israel*, they are not to be objected to any more than Ex. 5.

Ex. 5.—" This is *no un*common thing."

When *un* is prefixed to an adjective, it denotes negation or privation; as, *unworthy* means *not worthy.* In this respect our language accords with the Latin. Some negative phrases involve many delicate points, not finally settled by grammarians. Lowth and many after him say, " Two negatives in English destroy one another, or are equivalent to an affirmative." This depends on what the negatives have reference to.

(Exercises 102, 103, 104, 105.)

RULE XX.—Prepositions govern nouns and pronouns in the objective case.

Ex. 1.—" Goliah was killed by David *with* a stone."

There are delicate shades of distinction introduced by national usage in the use of '*by*' and '*with*.' *By* is mostly the leading word; *with* is mostly accompanied with a social circumstance. *By*, in colloquial phrases, is sometimes omitted, as in Ex. 2.

Ex. 2.—" He crossed the bridge," for *He crossed (the river) by the bridge.*

Ex. 3.—That all things might be ready *against* the prince came."—*Clarendon.*

For *against*, Lowth reads, *By the time that ;* but the propriety of the alteration is much doubted.

Ex. 4.—He gave me a book." " He told me the news."

The preposition *to* and *for* are often understood. Lowth has observed, that in such examples, *to* is included in the form *me*, &c., as Anglo-Saxon datives, and that the examples are specimens of pure Saxon. Vide § 11. 25. Obs. 2 and 9.

Ex. 5.—" A mind like yours will have nothing *to repent of.*"—*Burke.*

Prepositions are now and then allowed to conclude a sentence. Addison, Steel, and other reputable authors, often suppressed the preposition following the verb that made with it a compound active verb, as in Ex. 6.

Ex. 6.—" It is to be hoped," instead of " It is to be hoped *for.*"

Ex. 7.—" It is not to be wondered."—*Johnson.*

'*At*' is omitted here, as in other cases, perhaps to avoid the abrupt conclusion of the clause, especially when followed by *that.* The prepositions *in*, *on*, *for*, and *from*, are also often omitted. Ambiguity, however, must be avoided in every kind of ellipsis; as,

Ex. 8.—" He was an invalid some years before he died."

A *temporary* illness may be thus expressed, but to express *continued* illness, we ought to say, '*during some years.*'

(Exercises 106, 107, 108, 109, 110.)

RULE XXI.—" Conjunctions* have no government."—*Dr. Crombie.*

Conjunctions connect the same moods and tenses of verbs and cases of nouns and pronouns. When different moods and tenses are coupled, the nominative is generally repeated.

On no point are respectable authorities more divided. The propensity to assimilate ours with the Latin tongue has led to opinions on this subject, that all the grammarians and critics, except Crombie, Latham, Booth, and a few others, have adopted.

Ex. 1.—" Lest he *should forget,* I have written him a letter."

Ex. 2.—" I have written him a letter, lest he *should forget.*"

In most modern languages, *might*, *could*, *would*, *should*, are incorporated with the verb by an affix; that is, the verb would *change its termination* to express the subjunctive. It is not so in English: what is called, by some, the subjunctive, is only a slight *difference of form*, as in speaks, speak, which can be easily accounted for, without allowing the existence of a subjunctive mood.

Ex. 3.—" If *thou love* me, keep my commandments."

In the Scriptures, the subjunctive, as it is called, is frequent; but we should never have found it, had not the translators thought they saw the *subjunctive* in the verb *to be*, when it was only shewing the effects of time and circumstances in mixing up *two verbs*,

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* "Conjunctions have [an] influence on the mood of the following verb."—DR. BEATTIE.

of which the infinitives were 'beon' and 'wesan,' belonging to two different Saxon tribes. *That the indicative had at one time a double form*, 'am and be,' is shewn by Ben Jonson, in his Grammar, 1640. Jonson never speaks of a subjunctive mood, and his partiality for the Classic tongues was extreme. *He considered the governing verb understood ;* as Ex. 4.

Ex. 4.—" If thou *dost* love me, keep my commandments."

In this example, the governing verb *dost* is substituted. The indicative form more clearly expresses the idea; for the elision of *es* or *est*, *doth* or *does*, often produces ambiguity.

Ex. 5.—" *If thou be* the Son of God, command that these stones be made bread."

In the original, the first verb is in the indicative mood, and in the translation also it ought to be in the indicative. There is great irregularity in the Scriptures in the use of *be*. Wickliffe has thus rendered Ex. 5:—

Ex. 6.—" If thou art Goddis Son, seye that these stones be maad looves."

Adopting Horne Tooke's idea, that *if* is equivalent to *give*, *allow*, *grant*, we might say,

Ex. 7.—" Granting that thou *shouldest* be the Son of God, command that these stones *shall be* made bread."

Ex. 8.—" *Although* this part of style *merit* attention." —*Blair*.

Ex. 9.—" Although beauty of composition *depends*, etc."—*Blair*.

Blair made language his particular study, yet how unsettled his usage *if* conjunctions have government. In the Ex. 'merit' and 'depends' cannot be governed by *although*.

Ex. 10.—" I shall be glad to see him, if he will call upon me."

Ex. 11.—" If he will call upon me, I shall be glad to see him."

Ex. 12.—" If he .... call upon me, I shall be glad to see him."

Ex. 13.—" When he calls upon me, I shall be glad to see him."

The latter member of Ex. 10 is said, by some, to be in the subjunctive mood, or *subjoined condition;* but it is not *necessary* that the condition be *subjoined*, as in Ex. 11. In languages that have a regular change of termination, the verb in the two clauses of the same sentence would be different; but in these clauses, be it observed, 'shall' is the same tense as 'will call,' and the *practice has been to dismiss the auxiliary from the conditional clause, and give us the form miscalled the subjunctive*, Ex. 12. Thus I think the subjunctive future of English grammarians is accounted for without strain or evasion. All the difference between an indicative and subjunctive clause future, is its being necessary that the future indicative have *shall* or *will*, while the future subjunctive *has it inserted or not*, as we please, according to the drift of the subject.

Ex. 14.—"Call now, if there be [are] any that will answer thee."—*Job.*

The verb *to be*, as we said before, accidentally got two indicative forms, which grammarians, in their first critical investigations of our language, sought to arrange. Hence arose imperfect attempts at a *present* subjunctive. We say imperfect, because, if the verb 'to be' *should* have a *true subjunctive form*, according to Latham, this cannot be said of any other verb; for Latham and many more consider the difference in form between *speak* and *speaks* (which is all that can be shewn in favour of the subjunctive) as nothing at all important in the case. If 'be' in the Ex. is a substitute for *am*, *art*, *is*, *are*, it ceases to be a subjunctive. Such phrases are often *mistaken for the future;* and in no case would the indicative fail to express the meaning.

Ex. 15.—"If I had taken his advice, I *should have* been wiser."

We have considered present and future contingencies; but we have here an example of *past contingency*, if such a phrase does not contradict itself. We mean by the example, a state which *might* have been; and then we assert another state which *would have* followed as a consequence of the previous supposition. Is not the very same idea contained in the following phrase, omitting the conjunction?

Ex. 16.—"Had I taken his advice, I should have been wiser."

Lowth seems to be very doubtful concerning the use of the subjunctive mood. He cites many examples, which he acknowledges would be better if they were put in the indicative. Nay, he acknowledges more, which his numerous followers must have passed by,—that 'he were' and 'he was' had once been written indifferently, and that they were *mere duplicates of the past indicative.* Mark the following examples.

Ex. 17.—" Though he *was* rich, yet for our sakes he became poor."—2 Cor. viii. 9.

Ex. 18.—" Though he *were* a Son, yet learned he obedience."—Heb. v. 8.

Ex. 19.—" Whether it *were* I or they, so we preach." —1 Cor. xv. 11.

Ex. 17 and 18 illustrate the last observation. In Ex. 19, '*was*' could not have been substituted for '*were*,' except in violation of an acknowledged rule, on account of the *faulty elliptical* construction which requires the *plural*, '*were*,' in reference to *I* and *they*. A mistake in the construction of similar phrases has led our most approved authors into the violation of many rules.

'Thou wert' is as generally employed in the indicative as 'thou wast,' and it is daily becoming more so. Pope and Addison used 'wert.' Milton and Dryden used the words indifferently. Dr. Johnson acknowledged 'wert' in the indicative. There only remains then to the advocates of the subjunctive mood in English 'I were' and 'he, she, it were,' that can be distinguished from the indicative mood. The practice of the spoken and written language has been against the distinction, as uncommon and pedantic.

Ex. 20.—" If he do," (i. e.) *granting* that he *shall* do.

Ex. 21.—" Though he do," (i. e.) notwithstanding he *should* do.

In Ex. 20, *Acting because* something is *done*. In Ex. 21, *Acting without regard* to something done. If = give, grant, allow. Although = granting *all*, the *whole*. Horne Tooke first shewed these to be verbs, which are usually noted as the signs of the subjunctive.

Ex. 22.—" If [granting] I had money, I would pay my debts."

Ex. 23.—" I am not mad: I would to heaven I *were*." —*Shakespear*.

I '*were*:' it is this form *only* of the past tense which is employed when the substantive verb is necessary to produce what is called a *present* conditional. Although *were* is in the *past* tense, the action is still *unexerted*.

Ex. 24.—" If any man work on Sunday."

Ex. 25.—" If any man fight in the church."

There seems to be a chaste propriety in these Anglo-Saxon forms, copied from the Code of Saxon Laws (edited by Lombard, 1568). Apart from the explanation given of such forms, we might *almost suppose* that, in the frequent enumeration of these contingencies, they chose the plural form, *as referring to the whole of the Saxons*, though used in connection with a singular noun. They might thus make it more distinct from the every day matter-of-fact statements of the people.

(Exercises 111, 112, 113.)

RULE XXII.—Derivatives are generally construed like their primitives; as,

"To *arrive at.*" "Arrival *at.*"
"To instruct *in.*" "Instruction *in.*"

RULE XXIII.—Interjections are joined with the objective case of the first person, and with the nominative of the second; as,

Ex.—"*Woe* is *me.*" "*Alas!* thou *diest.*"

RULE XXIV.—No expletive, no adjunct, no parenthesis, falling between, or preceding, or following the words of a phrase, has any government; as,

Ex.—"I, *the proprietor*, have just seen the coach out."

RULE XXV.—Ellipses and transpositions may be used with care, but never so as to vary the general rules with regard to the concord and government of words.

[Exercises 114, 115.]

RULE XXVI.—All the parts of a sentence should correspond to each other: the construction throughout should be regular and dependent.

[Exercises 116, 117.]

EXERCISES.

THE Author's arrangement has enabled him to furnish a Course of Exercises more comprehensive and complete than any Grammar he has met with. Many references and authorities are given.

1. Insert the silent letters in these words:—De.t, dum., su.tle, .dellium, indi.t, vi.tuals, s.ent, as.end, han.some, groun.sel, .nowledge, fiel.fare, .nat, rei.n, impu.n, phle.m, t.yme, as ma, .eir, r.etoric. (Vide § 1.)

2. Affix the augments *-ing* or *-ed* to the following words:—Rejoice, menace, humble, fortify, play, efface, destroy, dedicate, defy, charge, annoy, analyze, amuse, calumniate.

3. Affix to the following words such of the augments, able, ible, en, ish, ful, ous, ly, y, ment, ness, &c., *as their significations will allow them to take:*—Able, acknowledge, allege, allow, allay, ample, appellative, battle, beauty, blaspheme, body, bone, branch, busy, commence, deduce, deface, duty, drone, elope, envy, force, fury, god, grace, knave, ignoble, issue, joy, judge, measure, pity, plenty, space, lame, usury, white.

Rectify the errors in the use of capital letters in the following example of an oration divided into its six parts. (Vide § 1.)

Address of St. Paul to Agrippa.—Acts xxvi. 2.

(4) 1. *Exordium* or *introduction*—1st verse. "I think myself happy, king agrippa, because i shall answer for myself this day before thee," &c.

(5) 2. *Narration*—4th verse. "My manner of Life from my Youth, which was at first among mine own Nation at jerusalem, know all the jews," &c.

(6) 3. *Proposition*, or, subject proposed to be refuted or proved—8th verse. "Why should it be thought a Thing incredible, that god should raise the Dead?" &c.

(7) 4. *Confirmation*, or, truth of the proposition proved—9th v. "I verily thought with Myself, that i ought to do many things contrary to the Name of jesus of nazareth." &c.

(8) 5. *Refutation*, or, disproval of charges alleged—21st verse. "for these causes the jews caught me in the temple, and went about to kill Me. having therefore obtained help of god, i continue unto this day, witnessing both to Small and Great," *etc.*

(9) 6. *Peroration*, or conclusion—25th verse. "I am not mad, most noble festus; but speak forth the words of Truth and Soberness. For the King knoweth of these things, before whom I speak freely: for I am persuaded that none of these things are hidden from Him; for this Thing was not done in a Corner." &c.

EXERCISES ON THE CLASSIFICATION OF WORDS.

10. *Give instances, out of the above Address, of words that belong to the class Nouns.* [Vide § 4.]

11. *Write out all the Adjectives to be found in it.* [Vide § 7.]

12. *Copy out, in two distinct columns, all the Proper and Common Nouns to be found in the examples under* RULE *IX. of* SYNTAX. [Vide § 4.]

13. *Take the thirty-one examples in* RULE *V. of Syntax, and distinguish between the Nouns and Adjectives found in them.* [Vide § 4 and 7.]

14 Take out all the *abstract* Nouns to be found in Rule I. of SYNTAX. [Vide § 4 and § 3, No. 5.]

15. *Make phrases* in which the words *Christian*, *cunning*, *evil*, *good*, *missionary*, *divine*, and *original* are *Nouns*; and phrases in which the *same words* are used as *Adjectives*. [Vide § 7.]

16. Distinguish between Adjectives of *quality* and Adjectives of *number* in the examples of Rules V. and VI. of SYNTAX. [Vide § 7.]

17. Try if you can make sense of the first ten examples of Rule I. of SYNTAX, by *substituting other Nouns* for those found there. [Vide § 4.]

18. Try if you can make sense of the first ten examples of the fifth Rule of SYNTAX, by *substituting Adjectives* in the place of those found there. [Vide § 7.]

19. *Compare* the following Adjectives, and *affix Substantives* to them:—Gloomy, spacious, noble, unhappy, cooling, happy, fair, bubbling, historical, sweet, devious, harmonious, obdurate, melancholy, wandering, delicious, noblest, wise, relentless, convenient, wholesome, good, serpentine, dutiful, smooth, cheerful, amiable, peaceful, little, much, late, near, far, old, pleasing, open, tender, candid, free, limpid, plain, odorous, profligate, barren, shady, dignified, sage, hind, low, outer, &c.

20. Take all the examples in Rule IX. of SYNTAX, and write out all the *antecedents* with the number of the Example before them in one column, putting after each antecedent the pronoun which refers to it. [Vide § 10.]

21. Write down all the *personal Pronouns that correspond to *my*, *thy*, *his*, *her*, *our*, *your*, *their*. [Vide §8 and 11, No. 25.]

22. Take out all the *transitive* and *intransitive* Verbs in Rules XIII. and XV. of SYNTAX. [Vide § 12, No. 28.]

23. Write down all the Adverbs in Rule XVIII. SYNTAX, and *place after each the part of speech it qualifies*. [Vide § 22.]

24. *In the following sentences, distinguish when the word in Italics is a Noun, when an Adjective, and when a Verb.*—[Vide § 12 and 21.]

Labour so that you may not lose your *labour*.

They *hope* to *gain*, and the *hope* of *gain* is sweet to them.

They *fight* again, but the *fight* is feeble now.

The *calm* after the storm will *calm* us.

All nature is *calm*. They *walk* from *walk* to *walk*.

I *smell* the scented hay field: how delightful the *smell!*

The *heat* of the sun is sufficient to give *heat* to all nature.

These are of low *rank*, *those rank* higher. This rose is *rank*.

Be *moderate*; be content with *moderate* gains.

A *little* meditation will convince the man who thinks *little* of futurity, that a *little* is better with happiness, than wealth with anxiety.

God *stills* the waves, and they are *still*; but man is *still* impenitent.

The *damp* weather has thrown a *damp* over the countenance of nature.

The miry ground *damps* the sound of the horses' tread.

Wealth is *much* sought after, even with *much* pain; but it should be remembered, "To whom *much* is given, *much* will be required."

The honest poor man is *more* blessed than he that hath *more* wealth with an aching heart.

With *inferior* talents, she is also Jane's *inferior* in fortune.

There is not a *like* feeling in all men: the brave *like* the brave, but cowards cherish their *like*.

Both of them were loved by *both* father and mother.

Many other sentences might be composed by the Teacher, in which the *meaning* and the *spelling* might be prominently exhibited to the Pupil. *e.g.*—

"*I'll* go and visit the *aisle* of the church that is on the *isle*."

The *meaning*, the *spelling*, and the *classification* of such words might be made *one exercise*, at once amusing and instructive to the Pupil.

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* Nominative cases.

EXERCISES on the INFLECTION of Words.

THE NOUN.

25. NUMBER. [Vide § 4.]—*Point out which of the following Nouns admit of Number:*—Man, London, house, Darius, elm, Austria, woman, hamlet, innkeeper, iron.

26. *What is the Number of the following nouns?*—Berries, church, days, lashes, nuts, pence, thanks, means, pains, hose, virtue, news.

27. *Pronounce and spell the plural of*—Army, book, brush, city, delay, envoy, fly, grandee, hero, horse, knife, monarch, negro, penny, rostrum, scarf.

28. *Form the plural of*—Die, staff, foot, brother, ox, pea, radius, seraph, sheep, tooth, virtuoso, grotto, hoof, folio, fish, dwarf, dungeon, genius, cow.

29. *Correct the errors in*--Young calfs, sturdy oxes, two dwarves, idle boies, cackling gooses, fine ladys, pretty foots, sharp reprooves.

30. GENDER. [Vide § 5.]—*What is the gender of*—Man, boy, Charles, friar, gander, nun, lass, doe, mare, ram, master, parent, quantity, stag, inkstand?

31. *Convert the following Masculine nouns into Feminine:*—Male child, widower, nephew, lion, drake, duke, earl, hart, sloven, beau, sir.

32. *Correct the errors in*—Charles, my sister; Mary is a bridegroom, he was my tutress, Mary was a bad king.

33. CASE. [Vide § 6.]—*Point out the Cases of the nouns in*—He struck the table; John stoned the poor man's dog; my father's house is under the cliff; men's thoughts are vanity; the father teaches the son; the son teaches the father.

Decline the following nouns:—Ass, author, beau, hero, queen, mother, parent, ruler, woman.

34. *Parse the nouns in the following phrases*, i.e. *give the number*, *gender*, *and case of each noun:*—A flag is waving on the castle; a bird is sitting on the bough; my father's vessel is destroyed; the widow's mite was put into the treasury.

THE ADJECTIVE. (Vide § 7.)

35. *Point out the Adjectives*, *in the following list*, *which admit of comparison:*—Able, circular, cold, evil, ill, few, four, ninth, right, complete, universal, perfect, worthy.

What degree of comparison are—Ancient, gayest, huge, tremendous, superior, utmost, next, nether, worse, inner, many, fore?

Put down the comparatives of—Bad, big, coy, cruel, faithful, little.

Put down the superlatives of—Mad, pretty, pure, true, white, worthless, much, evil, hind.

36. *Correct these expressions:*—Spring is the beautifullest season of the year; summer is the hotest; winter is the gloomyest; autumn is the livelyest. The good scholar is happyer as well as attentiver than the idler.

THE PRONOUN. (Vide § 8).

37. *What kind of Pronoun is*—Who, self, he, she, we, they, that, our, their, which, what, thy, thou?

Tell the number, gender, and case of—Him, us, I, them, thine, yours, theirs, ours, ye, he, she, mine, we.

38. PARSE *the following sentences*, i.e. *tell the gender, number, and case of the Nouns; the degrees of comparison of the Adjectives; and the person, number, gender, and case of the Pronouns:*—

I love the *boy who* loves *his lessons;* but *idle boys I* dislike.
He is the best wrestler, but the worst scholar of his class.
Many children are poor, but they learn, and become wise.
A good character and a good education is a fortune.

THE VERB. (Vide § 12.)

39. *What are the names of the following parts of the Verb?*—Waiting, learned, to love, hasten, hastened, hastening, defeat, defeating, defeated, ran, run, conquering, *strike* but *hear* me, hated, defended, *come* hither, I *went to see*, to move. [Vide § 21.]

40. *Regular Verbs, to be inflected after the manner of* "*to love:*"—Command, commend, conquer, finish, guard, learn, order, restore, walk, dismiss, instruct.

41. *Irregular Verbs, to be inflected after the manner of* "*to write:*"—Blow, arise, choose, draw, fly, go, lie, lade, know, fall, freeze, hide, slide, take, wear, weave. [Vide § 18.]

42. *Tell the person, number, and tense of*—I was, we were, it is, I do; I have been*; he had been*; she shall be*; it shall be*; they will be*; they should be*; mayest be*; be thou; he does; they did; do ye; I have; it had; they should; ye or you would; they might; she could; it can; I may; they can; I struck; he is; I wrote; thou abodest; ye brought. [Vide § 15, 21, &c.]

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* The Pupil is expected to parse such phrases in two ways:—"*I have*" is the first person singular of the present tense of the irregular verb *have, had;* and "*been*" is the perfect participle of the irregular verb *am, was, been.* Or, "*I have been*" is the first person singular of the present *perfect of the* compound verb "to be," (see the Observations to the passive *verbs, page 54,*) formed by combining the auxiliary verb "have" with the *auxiliary* verb "to be." "*Be*" in the other forms is in the infinitive.

43. *Parse* †He should fear; I have written; they may flatter; he could read; I do say; we should have finished; they were beaten; thou hast been trifling; they are hastening; they might rejoice; you can speak; they will come; we should have finished. [Vide § 21.]

44. *What are the names given to the following part of the Compound Verb?*—I do speak. Thou art commanded. Thou shalt have written. He did work. We might read. They had heard. Thou hast finished. We had been sailing. I may run. I might have been walking. You shall be toiling. He can stop. I am injured. They were struck. He could have hastened. They had been beaten. We have been rejoicing. I am loving. I should be loving. [Vide § 21.]

45. *What are the names given to the following parts of the Passive Verb?*—He can be loved; thou mayest be loved; she must be loved; ye would be loved; they should be loved; I could be loved; thou canst have been loved; it may have been loved; you might have been loved; be thou loved; if I be loved; ye are loved; —to be loved; loved; she was loved; I have been loved; they will be loved; you will have been loved; having been loved; to have been loved; being loved. [Vide § 21, No. 73.]

46. *Point out the tenses of Verbs, and cases of Nouns and Pronouns, in the following phrases:*—We struck him; John held me; it amused him; we will divide the spoil; let her read her lesson; she can play a tune; Judas betrayed our Saviour; you might please her; invite your friends; honour thy father; if we love him.

47. *Name the past tense and past participle of these irregular Verbs:*—Fight, forget, flee, fly, grow, hang, hew, lay, lie, lose, ring, see, seek, shear, shoe, smite, sing, stand, give, go, know, have, hear, run, slay, begin, abide, buy, bring, slide. [Vide § 18.]

When the Pupil has done the Exercises on the *classification* and *inflection* of words, he is prepared for the

ELLIPTICAL EXERCISES on THE PARTS of SPEECH.

(TO TEACH THE PUPIL TO THINK.)

48. *Think of some Adjective to put with these words:*--[Vide § 7.] A ( ) flower-pot. The ( ) sea. The ( ) moon. The ( ) sun. The ( ) stars. The ( ) morning. A ( ) boy. A ( ) apple. A ( ) prospect. The ( ) snow. The ( ) rain.

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† This phrase and those following are thus parsed, in two ways, like "I have been":—"He should" is the third person singular of the past tense of the irregular verb *shall, should;* and "fear" is the infinitive of the regular verb *fear, feared, feared.* Or, "he should fear" is the third *person singular of* the past future of the compound verb, &c. (page 73.)

The ( ) ice. The ( ) ground. The ( ) pasture. A ( ) leaf. A ( ) road. A ( ) field. A ( ) mountain.

49. *Supply the blanks in the following Exercise with appropriate Verbs:* [Vide § 12.]—We ( ) with the merry; we ( ) with the sad; heavy tidings ( ) us; good news ( ) us; the angels ( ) God; the king ( ) over his kingdom; the sun ( ) upon us; we ( ) with our eyes; we ( ) with our ears; we ( ) with our tongue; we ( ) with our nose; men ( ); lions ( ); horses ( ); dogs ( ); magpies ( ); God ( ) our thoughts, he ( ) our actions, he will ( ) us for all that we do wrong, he will ( ) us if we do well.

50. *Supply the proper Verbs, Nouns, and Pronouns in the following Exercise:*—The Parrot. — The ( ) is a bird of beautiful ( ). ( ) can be taught to pronounce a great many ( ) and even ( ). But all ( ) agreeable qualities are counterbalanced by that inclination ( ) has to ( ) and destroy every thing within its reach. This ( ) is found in flocks in the ( ) of several warm countries. It makes a ( ) in any hollow ( ) which ( ) can find, and it ( ) but few ( ), commonly only two or three.

51. *Put Adverbs in the following sentences:* [Vide § 22.]—The candle burns ( ). The ice is ( ) slippery. The lark sings ( ). Peter wept ( ). Mary rose up ( ). She sung ( ). They came ( ). ( ) or ( ) all must die. They talk ( ). He fell ( ) asleep. The ship was driven ( ). Let him that is athirst drink ( ). The eagle flies ( ). The grass is ( ) green. The world is ( ) large. A ( ) clever boy. I am ( ) tired. He sees ( ) now.

52. *Supply the proper Prepositions to these phrases:*—[Vide § 23.]—The fruit ( ) the vine. The leaf ( ) the branch. He sits ( ) the shade. He fights ( ) a sword. The bird flies ( ) the wood. The wave dashes ( ) the ship. He came ( ) me. She came ( ) the coach. She rode ( ) it. He went ( ) his cloak. He sunk ( ) the load. He escaped ( ) the window. A mill ( ) the river. She went ( ) him. Much ado ( ) nothing.

53. *Supply the relative Pronouns and Prepositions that are wanting in this Exercise.*

The Oak.—The bark ( ) is stripped from the oak is used ( ) tanning leather. Some oaks are said to be older than the oldest man ( ) ever lived. The fruit ( ) grows ( ) this tree is called an acorn. There are men, ( ) some countries, ( ) eat acorns; ( ) this country, the only animals ( ) feed ( ) them are pigs and poultry.

PARSING.

ELLIPTICAL LESSONS & CORRECTIONS of false SYNTAX.

Parse the Examples in the Rules of Syntax, as they are referred to, after the following example, taking care to give the meaning of every observation as it applies to each phrase in the Syntax.

Take the 2nd example, Rule I. of SYNTAX.

54. Ex. 2. "*The banano, whose broad foliage defends the inhabitants of the South from the solar rays, and the spiry fir, which admits them in the North, demonstrate the care of Providence.*"

"*The*" is commonly called "a definite article." With greater reason it might be called a *pronominal adjective.*

"*Banano*" is a substantive,common, third person singular, neuter gender, nominative case; forming with the substantive "fir" the nominative to the plural verb demonstrate, per Rule II.

"*Whose*" is a relative pronoun, singular number, possessive case, to the antecedent "banano."

"*Broad*" is an adjective, positive degree, qualifying "foliage."

"*Foliage*" is a noun common, neuter, singular, third person, nominative case to the verb "defends," by Rule I.

"*Defends*" is a verb active, transitive, indicative mood, present tense, singular number, third person agreeing with its nominative "foliage," by Rule I.

"*Inhabitants*," noun,common, common gender, plural number, third person, objective case; governed by the active verb "defends," by Rule XIII.

"*Of*" is a preposition. "*The*" as above.

"*South*" is an adjective, used substantively, or referred to some noun understood, which must be in the objective case by Rule XX.

"*From*" is a preposition.

"*The solar.*" *Solar* is an adjective, positive.

"*Rays*" is a noun, common, neuter, plural number, third person, objective case; governed by the preposition "from," by Rule XX.

"*And*" is a conjunction.

"*Spiry*" is an adjective, positive, qualifying "fir."

"*Fir*" is a noun, common, neuter, singular number, third person, the antecedent of "which."

"*Which*" is a relative pronoun, referring to the antecedent "fir."

"*Admits*" is a verb, active, transitive, indicative mood, present tense, singular number; third person agreeing with the relative, which is the nominative to the verb, by Rule X.

"*Them*" is a personal pronoun, common gender, third person plural, objective case, governed by the verb "admits," by Rule XIII.

"*In*" is a preposition, governing "*North*."

"*North*" is an adjective, used substantively, or referred to some noun understood, which must be in the objective case, by Rule XX.

"*Demonstrate*" is a verb, active, transitive, indicative mood, present tense, plural number, third person agreeing with the nominatives "banano" and "fir," by Rule II.

"*Care*" is a noun, common, neuter, singular number, third person, objective case, governed by "demonstrate," by Rule XIII.

"*Of Providence.*" *Of* is a preposition. *Providence* is a noun, proper, neuter, singular number, third person, objective case, governed by the preposition *of*, by Rule XX.

Now let the Pupil give the observation found under the above example in the Syntax; viz. "When the same verb applies, &c." [Vide Ex. 2, Rule I.]

According to this pattern, let the pupil PARSE all the examples of the Rules of Syntax, as they are referred to in the following Exercises. They will supply him with every variety of expression.

55. PARSE the fourteen Examples of the first Rule of Syntax.

56. *MAKE correct sentences of the following, by filling up the spaces in such a manner that the first Rule of Syntax may not be violated.*

I ( ), thou ( ), he ( ), we ( ), ye ( ), they ( ). John ( ) eloquently. He ( ) mistaken. The birds ( ). Thou ( ) go. Thou, Lord, who ( ) the heart. Such folly ( ) ruin ye both. God ( ) the guilty. Emma is ( ) a picture. King Agrippa, ( ) thou? They, being dead, yet ( ). The showers ( ) plentifully. As it ( ) pleased him. He ( ) preserved you. In him we live and ( ). All things ( ) naked to God's eye.

57. SENTENCES, *from the best authors**, *to be corrected.*

The NOUN:—*Substitute the proper noun.*

"I rode in a one-horse chay."

"That this has been the true and proper acception of this word, I shall testify by one evidence."—*Hammond.*

"Like ungrates, [they] whisper so loud that it reaches up to the very garret I am now writing in."—*Swift.*

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* The errors into which the *best* authors have fallen, must afford a profitable exercise to the Pupil.

"Thou art no longer to drudge in raising the mirth of stupids."—*Spectator.*

"The ignorants of the lower order."—*Spect.*

"The Deity dwelleth between the cherubims."

58. **Parse** the 12 Examples in Rule II. of **Syntax.**

59. **Sentences** *to be filled up* by Rule II.—Vice and folly ( ) misery. Health and contentment ( ) desirable. Every deed and every motive ( ) good. [Vide Ex. 7.] The withering grass, the fading flowers, and the fleeting scenes of life, ( ) that this is not the eternal abode of mortals. These ( ) impressive sermons. The rich and poor ( ) together. Out of the same mouth ( ) blessing and cursing.

60. **Sentences** *to be corrected* by Rule II.:—That house, with all its inmates, are tumbling. You and I am invited to dine. The time and place for the conference was agreed on. Wisdom, virtue, happiness, dwells with the golden mediocrity. [Vide Ex. 2.]

61. **Sentences,** *from the best authors, to be corrected.* The **Noun.**

"He broke off with Lady Gifford, one of his oldest acquaintances in life."—*Sheridan's Life of Swift.*

"The judicious adaption of the parts to the whole.-*Sheridan.*

"Workmen" combining "not to accept of a certain wage." —*Wealth of Nations.*

62. **Parse** the Examples in Rule III. [Vide p. 65.]

63. **Sentences** *to be filled up* by Rule III.:—

Thou or I ( ) to blame. [Ex 2.] Neither despise the poor ( ) envy the rich; for as the one dieth ( ) dieth the other. [Vide Ex. 2, Rule 3.] Though he slay me, ( ) will I trust in him. [Vide Obs., Ex. 2.] Speaking impatiently to servants, or anything that ( ) ill humour, ( ) certainly criminal.—Twenty shillings or one pound ( ) enough.

64. **Sentences** *to be corrected* by Rule III.:—

Fight neither with small or great. It must be confessed, that a lampoon or a satire do not carry in them robbery or murder. Though the house be small, still it is very commodious. "Neither death or torture were sufficient."-*Fox.*

65. **Sentences,** from the best authors, *to be corrected.* The **Noun** and words used *improperly in connection:*—

"*Both* those *people**, acute and inquisitive to excess, corrupted the sciences."—*Adams.*

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* "*People*" (*nation*) is singular. "*Both*" (*the two*) is a term of plurality. Two similar instances occur in the Bible; but *tribes*, *states*, *nations*, appear to be preferable.

" In compliance *to* a depraved and debauched appetite."—*Swift.*

" A man who brings his will *to the obedience of* his reason." —*Steele.*

" Give attendance to reading, to exhortation, to doctrine." —*Bible.* Similar errors are found in connection with *verbs.*

" He was required to attend *upon* the committee."—*Clarendon.*

" He attended *at* the consecration with becoming gravity." —*Hume.*

66. PARSE the Examples in RULE IV. [Vide p. 66.]

67. SENTENCES *to be filled up by Rule* 4:—

A part of the people ( ) intercepted. The council ( ) divided in ( ) sentiments. The House of Commons ( ) intimidated. The remnant of the people ( ) persecuted. The assembly ( ) no opinion of ( ) own. Send the multitude away, that ( ) may go and ( ) bread. The regiment ( ) of a thousand men. The parliament ( ) dissolved. The army ( ) marching to Cadiz.

68. *Sentences to be corrected by Rule* 4:—

That kind of goods have a preference [Vide Obs. to Rule 4]. "The people was not to blame."—*Guthrie's Cicero.* [Vide Ex. 1.] The corporation of York consist of a mayor, alderman, and common council. The fleet was *all* dispersed, and some part of it was taken. The people has no opinion of its own: it is led by the nobles. The assembly of the wicked have enclosed me.

69. Sentences *to be corrected.*—The NOUN:—

" The observation of the Sabbath is a duty encumbent on every Christian."

" They make such [illegible] fit them for useful *avocations.*"—*Sta*[illegible]

" A supplication of [illegible] his honour."—*Henry.*

" The g[illegible] *Mythology.*

" It is [illegible] history."

" A [illegible]

" T[illegible]

70. [illegible]

71. [illegible]

poor. ( ) men, ( ) women. ( ) boys are diligent. We have been absent ( ) two hours.

72. *Sentences to be corrected by Rule* 5 :—

He has a new pair of shoes. [Obs. Ex. 3.] Which of the two ways is the shortest? A river broad half a mile. [Ex. 8.] An indulgent master to his servants. [Ex. 4.] Which is preferable, "first four," or "four first?" [Vide Ex. 9.] "Ten fathom deep."—*Milton*. "A hundred head of Aristotle's friends."—*Pope*. He is the servant of an old rich man. He fought hardly for his life. "I have not slept this forty years." -*Dryden*. "I fancy they are these kind of gods which Horace mentions."-*Addison*. "I am not recommending these kind of sufferings."—*Sherlock*. "By means of speech" **we* can "assist each other."-*Scott*. "They could easier get them by heart, and retain them in the memory."-*Adams*. "Ned explained his text so full and clear."-*Swift*.

73. Sentences *to be corrected. Errors in the use of the* NOUN:

"To obtain the *acceptation* of this guide, you must, &c."—*Gibbon*.

"If reasons were as plenty as blackberries."—*Shakespear*.

"It had a prodigious quantity of windows."—*Spence*.

74. PARSE the Examples in Rule VI. [Vide p. 70.]

75. *Sentences to be filled up by Rule* 6 :—

( ) Christian. ( ) infidel. ( ) score. ( ) thousand. ( ) African is inferior to ( ) European. England can boast of ( ) Hanway, ( ) Howard. A flock of ( ) hundred sheep. He found ( ) friends interested in so bad a cause. [Ex. 9.]

76. *Sentences to be corrected by Rule* 6 :—

A man is the lord of this lower world. [Vide Ex. 3.] Drunkenness impairs understanding. [Ex. 4.] James Hanway was a honest and a honorable man. Little pains will accomplish it. [Ex. 8.] When he the Spirit of truth is come, he will guide you into all truth. [Vide Ex. 15.] No author can secure an universal fame. He is the author of two works of a dissimilar character [illegible]de Ex. 7.] The wisest and the best of men. [Ex. 1[illegible]

P[illegible]ples in Rules VII. and VIII. [Vide p. 73.]

[illegible]*lled up by Rules 7 and* 8 :—

[illegible] (8) gloves. (8) fan. The king of Great [illegible]e (8) palace. I bought silk at [Ex. 22.] [illegible]rried my [Ex. 2.] brother's son. Joseph o[illegible] [illegible]iple of (8). A book of Dr. [Ex. 28.] Thi[illegible] [illegible]. Ex. 27.) does not much resemble him. Th[illegible] [illegible]8. Ex. 28.) were sent from Italy.

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* Vide Rule V., Obs. to Ex. 30.

[illegible]s to the *Rule* by which the ellipsis is to be supplied.

79. *Sentences to be corrected by Rule* 8:—

Peter's, John's, and Andrew's occupation was that of fishermen. [Vide Ex. 14.] Helen her beauty was the cause of Troy its destruction. Are they your horses? No: they are my brothers. [Ex. 11.] Homers Iliad. Williams's warehouse. [Ex. 7] Messrs. Wilkins' [Ex. 7.] I am going to St. Peters. Cæsars triumph. At the top of my fathers house. [Ex. 26.] This is a horse of my father. [Ex. 28.]

80. *Sentences to be corrected. Errors in the use of the* NOUN:

*"To-morrow will suit me." "I have the Dublin copy of Gibbon's History." "I have no right to be forced."–*This is a cockneyism.* Of "Mexico," it is said, "The description of their policy and laws is inaccurate."–*Robertson.* "An exposition of ignorance."

81. PARSE the Examples in Rule IX. [Vide p. 77.]

82. *Sentences to be filled up by Rule* 9:—

Every tree is known by ( ) fruit. The book ( ) was lost. Thou ( ) readest. Answer not a fool according to ( ) folly. They ( ) seek wisdom will find ( ). The woman and pigeon (Ex. 21.) we saw. "A foolish woman is simple, ( ) is clamorous, ( ) knoweth nothing." This is the friend ( ) I love.

83. *Sentences to be corrected by Rule* 9:—

The lady and the lapdog which we saw at the window. [Vide Ex. 21.] The estate, and the lady which became his property, is now another's. The man he is coming. [Ex. 9.] They which seek wisdom will find it. Take them things away.—The wisest man who ever lived. It was me who wrote the letter. [Obs., Ex. 3.] The Scriptures are them which testify of me. It was not me. I would not do it if I were him. Let him be whom he may, I fear him not. It is impossible to be them. He is wiser than me. [Ex. 5,] He is better than him. In what sense is "I am the man who commands you" to be taken? [Vide Ex. 33.] You may tell it to whomsoever you choose. [Vide Ex, 31.]

84. PARSE the Examples in Rules X. and XI. [Vide p. 80.]

Sentences to be filled up by Rules 10 *and* 11:—

The tutor (10) instructed us. The persons (10) dispute are of our opinion. The lords (10) were opposed to reform.—The king (11) I revere is wise. God (11) we worship, is the Lord, by (R. 20) all things were made. (11) did you speak to? He is the person (11) you saw yesterday.

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* The translators of the Scriptures carefully avoided this common error. I fear the error is too common to be corrected. Vide DR. CROMBIE.

85. *Sentences to be corrected by Rules* 10 *and* 11 :—
They who success makes proud, and who elevation intoxicates, deserve to fall. He that hath a proud look will I not suffer. Whom do men say that I am? [R. 11, Ex. 4.] The friend who I visited is dead. Do you know who this book belongs to? His loss was far greater than I knew. [R. 11, Ex. 7.] "Who shall we send, and who will go for us?"–*Isa.* The queen of Sheba, whom came from afar, brought Solomon 120 talents. [R. 10.] I am the man who speak. [R. 9, Ex. 33.]

86. *Sentences to be corrected. Errors in the use of the Adjective:*
"Fictious circles draw."—*Prior.*
"The punishment" that belongs to that "great and criminous guilt."—*Hammond.*
"How should one become the famousest man in the world." —*Bacon's Apopth.*
"That ill manners I have often been guilty."—*Swift.*
"At ten years old, I was put to a grammar school."–*Steele.*

87. Parse the Examples in Rules XII. and XIII. Vide p. 81.

88. *Sentences to be filled up by Rules* 12 *and* 13 :—
It was (12) who gave us all this trouble. It was (12) who got the prize. It might have been (12). He loves (13).— Esteeming (13) wise, they became fools. I shewed (13) the way. His father loves (13). Her mother loves (13). Their father loves (13).

89. *Sentences to be corrected by Rules* 12 *and* 13 :—
He and they we know; but who art thou? Upon seeing I, he turned pale. It is me: be not afraid. It is him. Whom do they represent me to be? This is the man who the king delighteth to honor. Who did they entertain so freely? I endured much. [R. 13, Ex. 7.] With who did my brother run a race? [R. 13, Ex. 9.] He asked thou the way home. [R. 13, Ex. 5.]

90. *Sentences to be corrected. Errors in the use of the Adjective:*
"This account is *different to* what I told you."
"It was in a *different* manner *than* I advised."
"This gentleman rallies the *best of any man* I know."—*Addison.*
"Charity vaunteth not itself, doth not behave itself *unseemly*."
"The Romans had no other* subsistence but, &c."
"There is one God, and there is none other but he."–*Bible.*

91. Parse the Examples in Rules XIV. and XV. Vide p. 83.

92. *Sentences to be filled up by Rules* 14 *and* 15 :—
She was offered (14) by her mother. A room was allowed.

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* *No subsistence but;* or, *no other subsistence than.*

*(*R. 14, Ex. 4.*)* The tale was told *(*14*)* by Porcius. A place was promised *(*14*)* in the custom-house. They denied *(*14*)* those privileges. Strive *(*15*)*. Endeavour *(*15*)*. A Christian ought *(*15*)*. I heard him *(*15*)*. I perceived her *(*15*)*. They dared *(*15*)*. The bill was paid *(*14*)*.

93. *Sentences to be corrected by Rules* 14 *and* 15 :—

Send us it. [R. 14, Ex. 5.] Tell him it. Give me it. Promise me it. They need not to call upon her. I dare not to do it. He bade me to go home. Let me to do that. I heard him to say it. Not to take up too much of your time. What does the last sentence mean? [Vide R. 15, Ex. 5.] I long to have gone there. [R. 15, Ex. 6.]—What is the difference between "I thought to buy" and "I thought to have bought the estate?" [Vide R. 15, Ex. 6.] A house to let. What is the difference between "he went about seeking him" and "he he went about to seek him?" [R. 15, Ex. 14.] It was necessary to have done that. We heard the thunder to roll. History painters would have found it difficult to have invented such a species of beings."—*Addison.*

94. *Sentences to be corrected. Errors in the use of the Adjective:*

"No *other* person beside my brother visited me to-day."

The last Ex. would be correct if some one beside my brother had visited me.—*Dr. Crombie.*

"The old man had, *some* fifty years ago, been no mean performer on the vielle."—*Sterne.*

"*Humanly* severe."—*Pope.* "Most universal." "Most extreme vanity."—*Hume.* "Brutus and Aruns killed one another."

95. PARSE the Examples in Rule XVI. Vide p. 85.

96 *Sentences to be filled up by Rule* 16 :—

I am *(* *)* Horace. I *(* *)* the present with pleasure. I have* *(* *)* a book. I have *(* *)* my task. I could not avoid *(* *)* him as an enemy. The *(* *)* of languages is very difficult. I remember its *(* *)* done. Some people were *(* *)* down.— What think you of my (Vide Ex. 18, 19) to France?—When should we insert "boy going" or "boy's going," and why? His workmanship (Ex. 20) is bad.

97. *Sentences to be corrected by Rule* 16 :—

I'll teach you all that is owing to your queen. He prepared they for this event, by the sending to them proper information. [Ex. 8.] His vices have broke his constitution. The coat had no seam, but was wove throughout. What is the reason of this person dismissing his servant so hastily? [Ex. 17.]— He being subjected to insult was the cause. [Ex. 16.] Much depends on a man regulating his desires. [Ex. 17.] "I would not be beholding to fortune for any part of the victory."—*Sidney.* "I'll teach you what is owing to your queen."—*Dryden.* "You are too much mistaken* in this king."—*Shak. Hen. V.*

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* *The past participle is used after the auxiliaries have, hath, had, be,* &c.

98. PARSE the Examples in Rule XVII. Vide p. 87.

Sentences to be corrected by Rule 17:—

Him who was the most powerful, having been defeated, the conquest of the rest was easy. [Ex. 2.] Them only excepted.

"The bleating sheep with my complaints agree;
Them parched by heat, and me inflamed by thee."

99. *Sentences to be corrected. Errors in the use of the Adjective:*

"The calamities of the children are *due* to the negligence of the parents."—*Spectator.*

"The measure of the midstream for salmon, among our forefathers, is not less *risible.*"—*Kames.*

"But there soon appeared very *apparent* reasons for James's partiality."—*Goldsmith.*

"How seldom," answered by "very *rare* indeed."—*Trusler's Preface.*

"No man had ever *less* friends and more enemies."

"The mind" passing off to "delights of a *much more inferior* and unprofitable nature."—*Addison.*

100. PARSE the Examples in Rule XVIII. Vide p. 88.

(100*a*) *Sentences to be filled up by Rule* 18:—

He spoke ( ). He made the stars ( ). He spoke ( ) and ( ), and was ( ) heard. [Vide Ex. 1.] I ( ) spake three words. [Obs., Ex. 5, &c.]—Explain the reason of the different position of the adverbs in such examples.—Obs. Ex. 1.—( ) great reward. ( ) great and precious promises. [Vide R. 5, Ex. 15 & Obs.] Charm he ( ) so wisely.

101. *Sentences to be corrected by Rule* 17:—

He unaffectedly and forcibly spoke, and was heard attentively. [Vide Ex. 1.] Not only he found her there, but employed. [Ex. 5, &c.] In the proper disposition of words, the ear carefully requires to be consulted. We should not be overcome totally by misfortunes.—Is there any difference between "*once* I was there" and "I was *once* there?" [Ex. 11.] Being not admitted, he went away. [Ex. 13.] He walked *there* in less than an hour. These things should be never separated. So well educated a boy raises our hopes.

102. PARSE the Examples in Rule XIX. Vide p. 89.

103. *Sentences to be filled up by Rule* 19:—

Nor was the King ( ) with his designs. (Insert a word so as to make the last phrase *mean* 'He was acquainted.') [Ex.5.] Nothing ( ) affected her so much. I ( ) by no means allow it. He has eaten no bread nor drunk ( ) water these two days.

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* I am mistaken (*I am misunderstood.*) I mistake (*I misunderstand.*)

104. *Sentences to be corrected by Rule* 19:—

We have not done nothing to-day. I cannot by no means allow it. They could not travel no farther. Nothing never affected her so much. Do not let no one interrupt me. Let not no parents believe that their children are prodigies. Precept nor discipline is not so prevalent as pious example.

105. *Sentences to be corrected. Errors in the use of Adjectives:*

"The servant must have an undeniable* character."

"But you are too wise to propose to yourselves an object inadequate to your strength."—*Watson's History.*

"I received a letter to-day from our mutual friend."

"It was due, perhaps, more to the ignorance of the scholars than to the knowledge of the masters."—*Swift.*

106. PARSE the Examples in Rule XX. Vide p. 90.

107. *Sentences to be filled up by Rule* 20:—

To ( ) will you give that pen? *With* ( ) do you live? Will you go *with* ( )? Great friendship subsisted *between* ( ) and ( ). He can do nothing *of* ( ).

108. *Sentences to be filled up by prepositions that are required with particular words:*—

To accuse (†) a crime. To acquit ( ) a charge. Adapted (†) music. Abhorrence ( ) gambling. Agreeable ( ) his wish. To boast ( ) his family. To bring ( ) a room. To bestow ( ) the poor. To besprinkle ( ) water. To banish ( ) his country. To call ( ) a friend. To confide ( ) a friend. Conformable ( ) reason. Consonant ( ) wishes. In compliance ( ) his wish. Conversant ( ) a subject. Dependent ( ) his father. A definition ( ) vice. A difficulty ( ) the way. I differ and dissent ( ) him. Founded ( ) experience. Occasion ( ). Observance ( ). Prejudice ( ). To reduce ( ) his sway. A taste ( ) the fine arts. A finder ( ) treasure.

109. *Sentences to be corrected by Rule* 20:—

The person who I travelled with is gone to France. The parliament of theirselves are competent. My father writes to I very frequently. He exclaimed most bitterly against thou and I.

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* Undeniable (*not to be denied.*) A character which cannot be denied, whether good or bad.

† *Of a crime; to* music, &c.

110. *Sentences to be corrected. Errors in the use of Prepositions:* [Vide Rules 20 & 22]—

He was adapted from the climate. It is wrong to accuse for theft without sufficient proof. Virtuous conduct is agreeable unto pious men. In compliance to the mandate, William retired to his native country. This man was a witness for the murder. Holy Cranmer swerved to martyrdom. David's soul was replete for gratitude. Cæsar profited for those disasters. A change to the worse in her conduct. He has no friend to confide to. Mary was well conversant about burning.

111. Parse the Examples in Rule XXI. [Vide p. 91.]

112. *Sentences to be filled up by Rule* 21:—

Between ( ) and ( ) there is great inequality, but none between ( ) and ( ).

This adventurer *may* compass the globe, ( ) *he will* return a novice. [Vide Obs. R. XXI.]

We *have had* many disappointments: ( ) if life continue, *we shall* have many more.

113. *Sentences to be corrected by Rule* 21:—

I or thee must advance. [Vide Obs. Rule XXI.] He or her may return. Neither he nor me can attend. Did he not narrate the transaction, and entreat thou to pardon him?—What does "Lest he forget" imply? [Ex. 1.] What does "If thou love me" imply? [Ex. 3 & 4.] Give another form of expression to Ex. 5, "If thou be, &c." that may be considered its full form.—Put the following phrase into another form of the same meaning, but without the conjunction: "If I had taken his advice, I should have been wiser." [Ex. 15.] Turn the following also: "If I had been well, I should have gone." Give the full form of—"If he do." [Ex. 20.] "I am not: would to heaven I was." [Ex. 23.]

114. Parse the Examples in Rules 22, 23, and 24.

115. *Exercises on Ellipsis.* [Rule 25.] *Supply the Ellipses.*

"Hence the manifold beauties of the Greek and Latin *tongues*."—Kames.

"The ecclesiastical and secular *powers*."—Dr. Campbell.

"John's, William's, and Richard's *houses*."—Dr. Crombie.

Notice the singular form in the following phrases, which another class of writers have adopted.

"I the Lord am a jealous God, visiting the iniquities, &c., unto the third and fourth *generation*."

"He went out about the third and ninth *hour*."—Matthew.

"When they had passed the first and second *ward*."—Acts.

"The extension of mathematical and the improvements of philosophical *science*."—Dr. Valpy.

OBS.—The ellipses can be properly supplied with the last four Ex., and the rules of concord harmonized. There are many objections to the first three examples.

116. *Exercises on Construction.* [Rule 26.] *Correct the following Examples of bad arrangement, &c.*

They very justly condemned the prodigal's, as he was called, conduct. This is Paul's, who was the Christian hero, advice. These are David's, who was a man after God's own heart, psalms.

Some Grammarians give so many rules for Composition, that one scarcely knows what he is to do.

117.—I intended to have written to my sister. [R. 15, Ex. 7.] We adjure you by Jesus, who Paul preacheth. [R. XI.] A Dutchman, falling into the Thames by accident, called aloud, "I *will* be drowned, and nobody *shall* save me." Who therefore ye ignorantly worship, he declare I unto you. [R. 11.]

PROMISCUOUS EXERCISES.

118.—As his motives were not pure, but a few persons admired his generosity. Wisdom exalts a character, and extends its influence over every vicissitude of exterior conduct and behaviour. A man is happiest who has most virtue, and freest from anxiety and care. Come here, James. I shall never do so no more. Him who they seek is in the house. A pillar sixty foot high. His sons' title was acknowledged. Neither the prince or marines was saved. Cressy, thou did witness that battle. Whom won that victory? Edward. The renown of his son were spread by that victory. The maids' being received by the king, encourages her to proceed in the unfortunate enterprise. The earth revolve round the sun. "And where he vital breathes there must be joy."

119.—"I cheerful will obey." "Gradual sinks the breeze." "Whether is it easiest to say, "Take up thy bed and walk," or to say, "Thy sins is forgiven thee?" Every good and perfect gift are from above. This is the largest tree which I have ever seen. She is free of pain. After the most straitest sect of our religion I lived a Pharisee. Is not thy wickedness great, and thine iniquities infinite? Fidelity and truth is the foundation of all justice. Thy rod and thy staff they comfort me. He wished to excel in his profession, but was reluctant to pursue means which led to eminence. Prudence, virtue, and every moral excellence, in whatever light his character is viewed, dwells in his breast. Swearing, which is mostly connected with other vicious habits, offer the greatest insults to heaven, and are highly degrading to reason.

120.—"An ancient author prophecies from hence."-*Dryden*. If in case he come, all will be well. Scarce had the Spirit of Laws made its appearance, than it was attacked. "No sooner was the cry of the infant heard, but he rushed into the room."-*Martinus Scrib*. "The reason of my desiring to see you was, because I wanted to talk with you." He spake never a word. It is equally the same. The manner of it is thus. If policy can prevail upon force. "Ye blind guides, who strain at a gnat and swallow a camel." "The greatest masters of critical learning differ among one another."-*Spect*. It was no exaggerated tale; for she was really in that sad condition. An army present a painful sight to a feeling mind. Changed to a worser shape thou canst not be. He is taller than her.

121.—Regulus was reckoned the most consummate warrior that Rome could then produce. Was it him who came last? I have read Miltons Paradise Lost. Neither the tutor nor his pupils is reading. I ride faster than him. Neither in this world or in the world to come. Grammar teaches us to speak proper. It fell into their notice. The laws of Draco was wrote with blood. Each has their own faults. If thou have borne him hence, tell me. You were not mistaken in your conjectures. He is arrived*. This is the youngest son of the King of France's. They are Judas, the basest of men's.

122.—He who committed the offence thou shouldst correct, not I, who am innocent. He acted conformably with his instructions, and cannot be censured justly. The public is respectfully informed. He died by a fever. Time and chance happeneth to all men, although every person do not perceive who governs those powerful causes. If a man professes a regard to the duties of religion, and neglect that of morality. that man's religion is vain. Their intentions are good, but wanting prudence. They missed the mark for which they aimed. We have not, nor shall not consent to a proposal so unjust. If he does but approve my endeavours, it will be an ample reward. We have subjected ourselves to much expense, that thou may be well educated. Then said they unto him, What shall we do, that we might work the works of him that sent us? The designs of many of the nobility might be very charitable, and perhaps they were. The deaf man, whose ears were opened, doubtless glorified the great Physician. It is my wish to make this grammar more practical, as speculating or theoretical. I intended to have written the letter before he urged me to it. The visions of death shock our pride, strips life of her delusions, awakens the slumbers of conscience, and rouse the energies of recollection from the vanity of life's fantastic dream. She is more to be dreaded than him who is the professed midnight marauder and murderer.

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* Neuter verbs of motion generally take the Auxiliary *be*, instead of *have*: e.g. "He *has* come," indicates the fact of his *having* come; "He *is* come," the fact of his *being* here.

123. *EXAMPLES OF TAUTOLOGY.*

N.B. All the words in Italics are redundant.

I leave town in the *latter* end of July. We were *mutually* friendly to each other. He raised *up* his arm to stiike me.—Read this *here* book. They *both* met. I never fail to read when*ever* I can get a book. Give me both of *them* [those] books. I *always* find I can improve when I try. I could not come *no* sooner. He plunged *down* into the water. He mentioned it *over* again. We must do this last *of all;* hence, *therefore*, I say. It should *ever* be your study to do good. Before I do that, I must *first* finish this. Lift *up* your book, and read it *all* through. I connot tell *for* why he did it. I found nobody *else* but him there. You must return *back* immediately.

124. SENTENCES from the BEST AUTHORS,—containing inaccuracies and improprieties of various kinds; solecisms*, barbarisms†, &c. &c.

Errors in the use of the Noun:—

"The Greek is doubtless a language much superior in *riches*, harmony, and variety to the Latin."—*Campbell's Rhet.* —Say *richness.*

"The *negligence* of this leaves us exposed to an uncommon levity in our usual conversation."-*Spect.* Say "*The neglect.*"

"She ought" to do this "by taking the disposition of employments into her own hands."—*Swift.* Say "*disposal.*"

125. *Errors in the use of the Adjective:—*

"Which, even in the most overly view, will appear incompatible with any sort of music."—*Kames.* Say *cursory.*

"The landlord was quite unfurnished of every kind of provision."—*Sheridan.* Say, *unfurnished with.*

"To engage a private tutor for a single pupil, is, perhaps, of all others, the least eligible mode of giving literary instruction."—*Barrow.* Say, *Of all other modes, to engage*, &c.

"The lowest house in the street." Say, *lowest* or *highest*, referring to *dimension.* Say, *lowermost* or *uppermost*, referring to *site.*

"Immediately *consequent* to the victory, *Drogheda* was invested."—*Belsham.* A phrase quite inadmissible. What was consequent?

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* By Solecism is meant *construction contrary to the English idiom.*

† *By Barbarism* is meant *a word not English.*

126. *Errors in the use of the Pronoun:*—

"Spare thou them, O God, *which* confess their faults."—Say *who.*

"That faction in England, *who* most powerfully opposed his arbitrary pretensions."—*Macauley.* Say *which.* [Vide Rule IX., Ex. 18, &c.]

"Moses was the wisest of all men *which* were on the face of the earth."—*Geddes.* Say *that.*

"Such of the Morescoes might remain *who* demeaned themselves as Christians."—*Watson.* Say *as* after *such.*

"My banks, *they* are furnished with bees." *They* is redundant.

"Than *whom*, Satan except, none higher sat."—*Milton.*—Say *who.*

"I pray *you*, tarry all night, that *thy* heart may be merry." —*Bible.* *Thy* and *your* should not be addressed to the same individual.

"Some of our principal public schools have each a grammar of *their* own."—*Barrow.* [Rule IX.]

"Let each esteem other better than *themselves.*"—*Bible.*

"*Is* any *nation* sensible of the lowness of *their* own manners?"

"Unless one be very cautious, *he* will be liable to be deceived." Say *one.*

"Great numbers were killed on *either** side."—*Watson.*—Say *each.* [Vide Rule V., Ex. 30.] *Each*=*both.* *Either*= *one of the two.*

"The ends of *a divine and human legislator* are vastly different."—*Warburton.* [Vide Rule VI., Ex. 14, 15.]

"*They both* met on a trial of skill." *Both* means *they two*, hence *they* should be omitted.

"This is *it* men mean by distributive justice."—*Hobbes.*—*It* and *that*, in old writers, include the relative. The usage is obsolete.

127. *Errors in the use of the Verb:*—

"I'll *example* you with thievery."—*Shakspeare.* '*Example*' is obsolete, either in the sense of 'to set an example' or to 'exemplify.'

"I have meditated Tacitus."—*Gibbon.* [Vide Rule XX. Ex. 7, Obs. about the preposition *on.*]

"For fear of *angering* the queen."—*Swift.* '*To anger*' has gradually become obsolete, although Pope and Swift used it. In the North of England it is still found.

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* The Saxon word *ægther* signifies each: hence the mistake.

These "could easily have been *proven*."—*Henry's History of Britain.* '*Proven*' is found in many old authors: it is deemed a Scotticism, though once an English word.

"*Substituting* the manners of Persia *to* those of Rome."—*Gibbon.* '*Substituting to*' is a Latinism. Say *for*.

"He said "That he *had* much rather be no king."-*Watson.* *Would* is far preferable.

"As follows" (with a plural nominative).—*Dr. Campbell's Phil. of Rhet.*

On the authority of "The words are as follow,"—ADDISON, *Spect.* No. 513; *Tatler*, No. 62 and No. 164; DR. CROMBIE, and others. I think "as follow" is to be preferred when the nominative is plural.

"The Lancastrian party *having been* either killed in battles, or on scaffolds, or *had fled* into foreign parts."—*Henry.*—'*Had fled*' wants a nominative, [Vide Rule I. SYNTAX.] If '*they*' were supplied, '*having been killed*' and '*they had fled*' would be objectionable. [Vide Obs. Rule XXI.]

"Any book that *has*, is, or shall be published."—*Bolingbroke.* '*Has*' is but *part* of a compound tense: it should be '*has been*.'

"'Twas twenty years and more that I have known him."—*Pope.* It ought to be 'It is twenty years and more.'

"James used to compare him to a cat, who always *fell* upon her legs."—*Adams.* The latter clause points to a fact, true at all times: it should be '*falls*.'

"He *waved* the subject."-*Dryden.* *Wave*=to move loosely. *Waive*=to leave or turn from.

"Considerable arrears being now *resting* to the soldiers."—*Watson.* *Resting* = being quiet, remaining. This is a Scotticism: it should be '*due*,' or '*owing*.'

Blackstone used 'to differ' in an *active* sense.
Johnson, &c. used 'to want' in a *passive* sense.
The Prayer-book has '*to learn*'* in the sense of '*to teach*.'
'*Prevent*' was once used to signify '*to go before*,' &c.
Henry has '*wreck vegenance*,' instead of '*wreak*.'
Addison has '*disburse*' in the sense of '*to repay*.'
Hutton used '*conform*' as '*conformable*.'

All the Examples above are *improper* or *obsolete*.

128. *Errors in the use of the Adverb*:—

"[1]Holily."-*Sydney.* "[2]Uneath."-*Shakspeare*, "[3]Whilom."—*Hudibras.* "Accidently" for *accidentally*.—*Steele.* "Often infirmities."—1 *Tim.* Say 'frequent.' "Seldom or *ever*."-*Stewart.* Say 'Seldom or *never*.' "Charm he *never* so wisely."—*Bible.* Say '*ever*.' "From whence."—*Swift.* Say '*whence*.' "From hence."-*Dryden.* Say '*hence*' only.

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* "*To learn*" formerly denoted "to teach," or "to acquire *knowledge*."

[1] *Holy.* [2] *Underneath.* [3] *While.*

129. *Errors in the use of the Preposition*:—

"They differ *among* one another."—*Spectator*. Say 'from one another,' or 'one from another,' &c. "*Upon* the streets." -*Scott*. Say '*in*.' "Strain *at* a gnat."-*Bible*. Say '*out*.' "To prevail *upon* force."—*Addison*. Say '*over*:' 'To prevail *on*' would mean *to persuade*. "A taste *of* fine writing." -*Addison*. Say '*for*.'[*] "To profit *of*."-*Geddes*. Say 'profit *by*.'

"To profit *of*"-*(Hume)* is a Gallicism. Say 'To profit *by*.' [Vide Rule XXII.]

"Congratulate *to*"-*(Dryden)* is a Latinism. For '*to*' say '*on*.'

"Remonstrate *to*"—*(Andrews)*. Say '*with*' a person, and '*against*' a thing.

Obs.—It is worth while to remark, with Dr. Campbell, that forms similar to 'found *on*' and 'found *in*' are allowable in both instances: the one being employed metaphorically, as, "founded in grace;" the other literally, as, "founded on a rock."

130. *Errors in the use of the Conjunction*:—

Chiefly in the use of "*as*" with an objective case, &c. In the use of "*so as*." In the use of "*than, though*," &c. *Than* for *because* may be traced in all the Scotch writers.

131. *VULGAR, INACCURATE, BARBAROUS, and OBSOLETE EXPRESSIONS, that ought to be avoided.*

"Bellowses," say instead *bellows*. "Farmeress"—*Lord Peterborough*, writing to *Pope*. Language is at fault here: we know not what to substitute. "Acquaintances." Once much used, now obsolete. "An *adaption* of parts to the whole."—*Sheridan*. Say *adaptation*. "The *nuptial* of Henry."—*Gibbon*. Say *nuptials*. "He has eaten *no* bread, *nor* drunk *no* water." [Vide Rule XIX. Syntax.] "None other *but* me." Usage of late has *than* instead of *but*. "He behaves *unseemly*." *Unseemly* is an adjective, and improperly applied. [Vide Rule V., Obs. to Ex. 12.] "He does it the *best of any man* I know." A selection of the 'best' cannot be made from *one*. "It's a great cruelty." Better to say '*tis*, to distinguish it from '*its*,' possessive of *it*. "According to *that* a man hath." Say *that which*. "Methoughts it was you." Say *methought*. "You was busy." Say *you were*.— "How *do* your pulse beat?" Say *does*. "To make a man *to* believe." Omit *to*. "He would not *fall* the trees." To *fall* is intransitive: to *fell* is the word. "He dare not." Say *dares*.

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[*] '*A taste for*' means a relish for good qualities. '*A taste of*' means a feeling affecting perception. '*A taste in*' means a proper discriminating judgment.

"He need not." Say *needs.* "The river has *overflown* its banks." The river has not wings: say *overflowed.* "Newly arrived *to* the north-west."—*Swift.* Say *arrive at.* "It *lays* on the table." A common error: say *lies.* "It *laid* on the table." A common error: say *lay.* "He *laid* in bed." Say *lay.* "The child was *overlain.*" Say *overlaid.* "He *rose* the price of bread last week." Say *raised.* "When does the price *raise*?" Say *rise.* "To take *soonest* and *deepest* root." For *soonest,* say *earliest.* "The *then* ministry." An error becoming more common: say 'The ministry *at that time.*' "He arrived *safely.*" Say *safe: Safely* implies the *manner of the arrival,* rather than the *being safe.* "What stones *easiliest* melt."* *Easiliest* is a barbarism, for *easily* is not compared. "The manner of it is thus." '*Thus*' means '*in this manner.*' It should be, 'The manner of it is this.' Say 'enquire *of*' when you ask a question. Say 'enquire *for*' or *after* with respect to the *circumstances* of the object. "He knows nothing *on* it."† Say *of.* "Altered *to* the better." Say *for.* "To wait *of.*" Say *on.* "Need *for.*" A Scotticism: say 'need *of.*' "He was to have gone *as* this day." A vulgarism: say '*this day,*' or '*on this day.*' "He must have arrived *as* yesterday." A vulgarism. "In *the* order as they lie." Omit *the.* "Nor then neither."—*Locke,* [Vide Rule XIX.] "On this side and on that side stand father and son." What! the *father and son* on *each* side? The mode of expression is incorrect, though Robertson has a similar form. "He spake *never* a word." Say *not.* "This much is certain." Say '*thus much,*' or '*so much.*' "It is *equally* the same." Say '*it is the same.*' "*Whenever* I come, he *always* tells me of it." *Whenever* means 'at what time soever,' 'always when,' or 'as often as;' hence '*always*' is to be omitted. "Whether or *no.*" Say *not.* "To demean oneself." Do not understand it as some do, '*to debase:*' it means *simply* '*to behave.*' "He has wit enough, *was* it polished." [Vide Rule XXI., Ex. 23. Obs.] "To be sold, the stock of Mr. Smith, left off business." An egregious error: it should be '*leaving*' or '*who has left.*' *His'n, their'n, your'n, our'n,* &c. Say, *His own, their own, your own, our own,* &c. "*Most universal.*" Often used for '*general.*' [Vide end of § 18.] "I was absent *some five days.*" This denotes '*some five days or other,*' which is seldom the meaning attached to it. "*Less* friends and *more* enemies." *Less* refers to quantity, *fewer* to number. "I bought a scissars." Say '*pair of scissars.*' "It tastes good." Refer this to *quality;* it *may* not be *agreeable,* "It tastes well;" that is, It is *pleasant,* it *may* not be *good.* These forms are often confounded. "*If in case* he come." *Say* '*if,*' *or* '*in case;*' but not both.

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[*] *Bacon.* [†] A vulgarism.

RECAPITULATORY EXERCISES.

Obs.—None of the following Exercises contain bad English to be put into good. The bad English from good Authors, given in former Exercises, we could in no wise dispense with, for various reasons. To exclude, as some do, bad English altogether from Examples and Exercises, is to limit the sphere of our usefulness in the comparisons and comments that ought to be made. [Vide Syntax.] Taking the headings of these Exercises in order, the Teacher may direct the pupil to go through each process with his ordinary reading lesson, in the way recommended by A. Reid, M.A., of Edinburgh; or as his own experience may suggest, thus after these Exercises many others might be supplied.

Exercise A.

Put curves at the end of the Nouns; put one at the end of the nominative[*]*, two at the end of the possessive, three at the end of the objective. Put the proper names in capital letters; put P over the plural nouns, and supply appropriate Verbs, in accordance with the 1st, 2nd, and 3rd Rules of Syntax, as in the first of the following sentences.*

The gardener) *cuts down* the tree))). The girls ( ) gone into the house. Ships sometimes ( ) in the sea. I ( ) a book in my pocket for little school-boys to read. I have been in the prince's room, and from the window we ( ) the church of Saint Stephen. Bees ( ) honey. In some places wolves ( ) the sheep, if the shepherds ( ) not watch them. The Forth, the Tay, the Tweed, and the Clyde ( ) the four principal rivers of Scotland. London ( ) the chief city of Britain. The first king of Israel ( ) Saul, the son of Kish.

¶ Supply the appropriate forms of *be, live, teach*:—

The Himalayan mountains ( ) more than five miles high. Spencer, the poet, ( ) in the reign of Elizabeth. The Scriptures ( ) us all that is right.

After this pattern, select 12 other phrases, in which the Verb agrees with the nominative. Enclose the verb in brackets, and underline the nominative; putting M *over the masculine,* F *over the feminine, and* N *over the neuter Noun, thus,*—

F N M
The Queen of Sheba (came) to Solomon.

Exercise B.

Supply Adjectives in accordance with Rule V. of Syntax. Put a curve at the end of the positives, a double curve at the end of the comparatives, and enclose the superlatives in brackets.

A ( ) scholar. Flowers ( ) and fragrant. King Alfred was ( ) and great. A handsome flower is not always a ( ) smelling flower. A large garden is not always the ( ) profitable garden. The movement of light is ( ) than that of sound. A swift horse is not always the ( ) useful. Solomon was the ( ) and Crœsus the ( ) of men. Of those two men, one is ( ) than the other. Of those three men, one is the ( ). Sight is the ( ) of the senses. The ( ) service deserves gratitude. The vicious have ( ) pains, the worst are concealed from us. [Vide Ex. 24, Rule V.]

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[*] The *Nominative* answers to the question *who* or *what?*
The *Possessive* answers to the question *whose* or *of what?*
The *Objective* answers to the question *whom* or *what?*

Supply the blanks in the following Exercise, so as not to violate any correct expression of Rule V. Syntax. The place of (1) *with Nouns, of* (2) *with appropriate Ajectives of quality*[*], *of* (3) *with Numeral Adjectives, putting* c *over the numerals for cardinal*[†], o *for ordinal:—*

The [*](2) shall flourish like a green bay tree. Mont Blanc is a (2) mountain than Jungfrou. A week has (3) days. [Explain Ex. 9, R. V.] About the end of the (3) century Columbus discovered America. There are (3) minutes in an hour. There are (3) commandments. Love (Ex. 30.) The (1) of spring, of (Ex. 19.) the (3) seasons of the year, teaches us most affectingly the goodness of the Creator. It is in (3)[‡] peculiar manner the happy (1). The vegetable (1) is bursting into life, and waving its (2) hues, and spreading its fragrant (1) around the habitations of men. The animal (1) is also marked by the general character of (1). Myriads of visible, and far greater (1) of invisible beings, are now rising from their (1) into life, and enjoying their (2) existence, and hailing with inarticulate (1) the power that gave (3) of them birth. Is there a (1) at which we can better learn the (1) of the Universal Author of (1)? Winter also has its (2) lessons: it is a (2) time when (Ex. 22) thing around us is fitted to invite the mind to (2) thought.

Supply the following blanks either with the abstract *Noun (denoting* state, quality, *&c.) or the* Adjective, *and put* ab *over the one, and* ad *over the other, thus:—*

ad
“He is suffering from (*damp*) air.”
ab
“He is suffering from (the *dampness* of the) air.”

We may learn much from ( ) men. We may suffer much from ( ) men. He is afraid of the ( ) climate. "The (Vide Obs.) of the king was a disadvantage."

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[*] When the Noun is not expressed, and the Article is put before the Adjective, the Adjective is *absolute*.

[†] Cardinal numbers are, *one*, *two*, *three*, *four*, &c.; ordinal, *first*, *second*, *third*, *fourth*, &c. The word *ten* added to the word implies ten added; *-ty* implies a multiplication of *ten*.

[‡] *A* and *an* are considered as numeral adjectives.

Obs.—Such abstract word as "*youth*" may apply to the *whole body;* as, "*youth*" to "*young men;*" or to *one* young man, as, "*a youth;*" or to the *quality or condition of that which is young*, meaning "*youthfulness.*"

Select other instances of similar abstract words.

Exercise C.

Supply Pronouns (in Exercises C *and* D*) so as not to violate any correct form of expression in Rule IX. of Syntax. Then put all the personal pronouns in capital letters, and write over each the person, gender, case, and number, thus:—*

I. S. Obj. C. I.S.Nom.C. III.S.Obj.F[*]
"HE gave IT to ME, and I gave IT to HER."

The huntsman wished his dogs to take the water: at first ( ) refused; but at last they crossed ( ), ( ) following on horseback. (Vide also R. XVII. Syntax.)

The house was originally called by that name; but, as the mistress did not choose that ( ) should bear ( ) name, the name was changed into that of a male friend of hers: ( ), however, was never consulted in the matter.

Note.—*Enclose all the words in brackets to which the pronoun* it *refers.*

It is true Cæsar not only fought battles, but that he wrote an account of them.

It is interesting to trace the various causes of events in history.

We are told that it is human to err, and that it is divine to forgive.

It is the rain that beats so violently.

The fields of Lima, where it seldom rains, are watered by the dew. [Vide Ex. 16 & 17, R. 9.]

Exercise D.

Underline the relatives, enclose the antecedents in brackets, put a curve at the end of the true *possessives,* [§ 9] *a double curve at the end of the demonstratives, and put a note of interrogation after the interrogative pronouns.*

The Parliament (Vide Ex. 19, R. IX.) made war on Charles the First, is called the Long Parliament. The ship in ( ) Theseus sailed, went annually to Delos. Tarpeia shewed the enemy the way to the Capitol. [†]To possess an empire on which the sun never sets, ( ) England does, can be said of no other country. Idleness and industry produce very different results; (§ 11) leads to comfort and respectability, ( ) to want and degradation. It was to his* patronage that literature and the arts owed ( ) encouragement and advancement. ( ) was the first king of Rome? ( ) is the name of the most distinguished Anglo-Saxon king? Not† art underwent in its early stages so rapid an improvement as ( ) of engraving. ( ) did it? [a direct question.] He asked me ( ) I meant. [an indirect question.]

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[*] Instead of being placed *over*, it may be placed *after*.

[†] Here a clause is the antecedent.

¶ *Supply the appropriate pronoun in* (1), *the appropriate antecedent in* (2), *the relatives where they might be used in* (3), *and put in brackets the prepositions that govern the pronoun.*

(2) who will may come. (Ex. 25, R. IX.) who steals my purse, steals trash. The poems (3) Cicero wrote are lost. The paper on (1) you wrote is not good. To (1) coming, as to a living stone. (2) who teaches her children well is to be praised. ‡The God (1) preserveth me ( ) I am and (1) I serve, is eternal. Can the pronoun "*that*" be governed by a preposition or verb? [Vide Ex. 24, R. IX.] The Scandinavian placed (1) sole delight in wars; (1) entertained an absolute contempt of danger and of death, and (1) glory was estimated by the number (1) had slain. The last of the eminent dramatists (1) adorned France in the 17th century, was the elder Crebillon, (1) drew many sublime and impassioned scenes. Charity, like the sun, brightens every object upon (3) it shines. It was Jacob, the son of Isaac, ( ) met Esau. I am the boy (Ex. 33 and 34, R. IX.) here.

EXERCISE E.

Supply Verbs in accordance with Rules X. XI. XII. XIII. and XV. of SYNTAX. Write over every verb its number, person, mood, and tense. Put one *curve at the end of the verb when the agent takes the lead of the verb (as the verb is then active), and a* double *curve when the* object *takes the lead (as the verb is then passive), and enclose the verb in brackets when it is neuter, thus:—*

III.S.In.Pres.
"The doctor *cures*) the patient."
III.S.In.Pres.
"The patient *is cured*)) by the doctor."
III.S.In.Past.
"The tree (*stood*) by the wayside."

III.S.In.Pres. *means* 3rd per. sing. num. indic. mood, pres. tense. III.S.In.Past *means* 3rd per. sing. num. indic. mood, past tense. In a similar way deal with every part of the verb.

1. The liberty of the press ( ) a guardian of the constitution. The vassals of the feudal lords ( ) from oppression, and often ( ) for their freedom. King John imprudently ( ) the natural progress towards a rational freedom. King Charles was ( )

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* Referring to Macaenas, an able minister of Augustus.

† Vide Ex. 27, Rule V. of SYNTAX.

‡ *An Example shewing the three cases of the Relative Pronoun.*

to sign the petition of rights. The constitution of Great Britain may be ( ) under two distinct heads. The Magna Charta ( ) confirmed no less than eleven times in the reign of Edward I. The king ( ) never reign without a parliament. Government ( ) always find lenders of money; because the terms granted are beneficial, and the security is transferable. Mary of Medici was jealous of the man she ( ) raised. He ( ) banished.

2. Collect all the auxiliary verbs that are employed in the above exercise.

Obs.—*The Verbs may be written down one side of the page, and what parts they are of the Verb opposite to them on the same page.*

3. *Supply Verbs, in accordance with the above Rules of Syntax, in the following sentences. Put the nominatives in brackets, underline the weak verbs, and overline the strong verbs.*

The angels of heaven ( ) the God whom they worship; their piety, fed by the presence of its object, ( ) with a pure and ardent flame. We who dwell in this lower world, ( ) an invisible God. From us the Almighty ( ) himself. Behold, we go forward, but he ( ) not there; and backward, but we ( ) him not. But though God be unseen by us, he ( ) not far from every one of us. He ( ) every where present throughout his vast dominions. He ( ) you at this moment. He ( ) the voice with which I now ( ) you. He ( ) to the prayers which you prefer to heaven. He ( ) the praises which, with united hearts, you render to God. His eye ( ) you when in society, and when in solitude. In the stillness of the night, he ( ) around your bed. When in the smiling fields, admiring his works, he ( ) your tribute of praise.

Exercise F.

Supply the Adverbs, according to Rules XVIII. *and* XX., *writing over each what kind of adverb it is.* [Vide § 22.] *Put the Prepositions in capital letters, and enclose within brackets the Nouns to which they belong:* thus, "IN (time)."

In some parts of the sea there are quicksands, ( ) shipwrecks ( ) happen. If a ship strikes upon one of them, it ( ) gets off again, but sinks into it, and is lost. Some of them are dry at low water, and you may walk upon them ( ), till the tide begins to rise.

Supply the Adverbs and Prepositions:—

Low-priced things are ( ) called cheap; whereas it is well known that the best things, although they cost most ( ), are ( ) the cheapest ( ) the end: indeed, things ( ) bad quality are ( ) dear ( ) any price.

Exercise G.

Supply the Conjunctions in capital letters. [Vide R. XXI.]

Covetous people often hoard up money as the little boy did his eggs; and (   ) it will not rot like eggs, yet, (   ) it is shut up in a drawer, when they come to die, without having done any good with it, either to themselves (   ) others, it will turn out to be of no more service to them (   ) if it was rotten.

EXERCISE H.

Arrange a series of sentences thus:—

Subject.	*Copula.*	*Predicate.*
Man	is	mortal.
Summer	is	pleasant.
Winter	is not	pleasant.
	(with adjuncts)	[Vide § 2.]
The sun	is	shining brightly.
The pale moon	is	[*]now rising.

Arrange a series of sentences thus:—

Subject.	[*]*Predicate.*	*Object.*
The moon	rises.	
He	plucked not	a flower.

Arrange in one of these ways all the sentences found in Exercise B.

EXERCISE I.—Transformations of sentences and variations of constructions.

Select a number of phrases similar to the first row, and transform them into sentences similar to the second row, and vice versa.

The poet's genius[†]. [R. VIII.]	The genius of the poet.
Carmel's beauty. [R. VIII.]	The beauty of Carmel.
A philosopher, Socrates [R. VII.]	Socrates, the philosopher.
[‡]The boy struck me.	I was struck by the boy.
I came to St. Paul's. [Ex. 19, R.	I came to St. Paul's church.
Is this *what* you mean? [VIII.	Is this that which you mean?
I told him that which you told me.	I told him what[¶] you told me.
He allowed me great liberty[§].	Great liberty was allowed me.
He was a man on *whom*[‖] I could rely.	He was a man *that* I could rely on. [R. IX., Ex. 24.]
He alone is happy.	He is happy alone. [R. 18, Ob.]

OBS.—Mark the change in the sense arising from the last transposition, and others similar.

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[*] *Is now rising*, or *now rises*: "rises" includes the words *is rising*, and every verb may be thus resolved into the copula and predicate. The predicate in the second series includes the copula.

[†] This form is mostly used with *persons*.

[‡] Thus turn a series of active verbs into corresponding passives.

[§] *Vide* Rule XIV. SYNTAX: "I was allowed," &c.

[‖] *Instead of who* or *which*, put *that*.

[¶] *Put what* where it can supply the place of the antecedent.

Rising[*] early is conducive to health. [R.XVI. Ob. to Ex. 4]	To rise early is conducive to health.
In hearing men.	In the hearing of men. [R. XVI. Ex. 11,12.]

Exercise J.

Certain Conjunctions are followed by certain other Conjunctions, as their correlatives: thus—

"He is not *so* rich *as* I."

Make sentences of the following :—

Either . . .	or	as	so
Whether . .	or	so	as
Neither . . .	nor	so	that
Though . . .	yet	both . . .	and
As	as		

Obs.—Other negatives besides *neither* are followed by *nor*, and *yet* is often omitted after *though*. Say always "Not *that* I know." Do not use *as* for *that*.

EXERCISES ON DERIVATION.

The words of a cultivated language, however numerous and apparently diversified, are to a great extent reducible to groups and families. The most copious of languages—the Greek—is, according to Dr. A. Smith, reducible to 300 primitives, or *simple* words. Our own language, though far behind the Greek in this respect, is reducible to groups of words, each having a common parent. Thus the words Justly, justice, justify, justification, justiciary, adjust, readjust, unjust, injustice, &c., are all kindred words, connected with their common parent, *just*. The Exercises that follow are intended to *help the pupil to trace the derivative words* as formed from others that are more simple; by this means, he will have a just idea of the meaning of those words that he must necessarily often employ. What are called *separate* roots adopted, as entire words, like *lucre*, from the Latin *lucrum*, are easily traceable to their origin; these we have omitted. It is the *inseparable* roots we have to do with,—the *radical representatives* of roots, that of themselves have no distinctive character as parts of speech.

Original Exercises on the *representatives* of the Latin and Greek roots, as found in the formation of English words.

Obs.—Occasionally the *representative* may be like some other word, as *col* for *con* (together); and *col*, from *colo* (I cultivate). In such cases, the *sense* of the English word must determine to which root it belongs.

132. Select from books, or from memory, words having *in them* the following *English representatives of Latin roots* :—

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[*] "Rising" is called by Whately an *Infinitive*, when thus employed: the term "verbal" seems most appropriate.

**Acri* [Acris, sharp]. *Edi* [Ædes, a house]. *Equ, Equi* [Æquus, equal]. *Aeri* [Aër, aëris, air]. *Ev* [Ævum, an age]. *Agri* [Ager, agri, a field]. *Ag, act* [Ago, I act; Actus, done]. *Alt* [Altus, high]. *Amic, imic* [Amicus, a friend]. *Am, amor* [Amo, I love]. *Anim* [Animus, mind] .*Ann, annu, enni* [Annus, a year]. *Aqua, aque* [Aqua, water]. *Ar* [Aro, I plough]. *Art, ert* [Ars, artis, art]. *Asper* [Asper, rough]. *Audi, audit* [Audio, I hear]. *Aug, auct, auth* [Augeo, I encrease; Auctus, encreased]. *Avi* [Avis, a bird]. *Beati* [Beatus, blessed]. *Belli, bel* [Bellum, war]. *Bene* [Bene, well]. *Bib* [Bibo, I imbibe]. *Bin* [Bini, two by two]. *Bi* [Bis, twice]. *Brev* [Brevis, short].

133. Find words in which these radical *representatives* are found:—

Cad, casu, cid [Cado, I fall; Casus, fallen]. *Cid, cis* [Cœdo, I cut; Cœsus, cut]. *Calor* [Calor, heat]. *Cand, cens, cend* [Cando, I set on fire; Census, inflamed]. *Can* [Canis, a dog]. *Cant, cent* [Cano, canto, I sing]. *Capit, cipit* [Caput, capitis, the head]. *Cap, capt, cip, cipi, cept* [Capio, I take; Ceptus, taken]. *Carn* [Caro, carnis, flesh]. *Cav* [Cavus, hollow]. *Ced, ceed, cess* [Cedo, I give place; Cessus, giving place to]. *Celer* [Celer, swift]. *Cern, cret, creet* [Cerno, I see, sift; Cretus, sifted]. *Cinct* [Cinctus, girt about]. *Claim, clam* [Clamo, I cry out]. *Clar* [Clarus, clear]. *Claus, clud, clus* [Claudo, I shut; Clausus, shut]. *Clin* [Clino, I bend]. *Col, cult* [Colo, I cultivate; Cultus, cultivated]. *Copi* [Copia, plenty]. *Cook, coct* [Coquo, I boil; Coctus, boiled]. *Cord* [Cor, cordis, the heart.] *Corn, cornu* [Cornu, a horn]. *Corpor, corpus, corpu* [Corpus, corporis, the body]. *Cred* [Credo, I trust]. *Cruci (*Crux, crucis, a cross*)*. *Cub, cumb (*Cubo, I lie*)*. *Culp (*Culpa, a fault*)*. *Cura, cur (*Cura, care*)*. *Cur, curr (*Curro, I run*)*. *Cour, curs, cours (*Cursus, a running*)*.

134. Find words in which these English representatives of Latin roots are found:—

*Dent (*Dens, dentis, a tooth*)*. *Dei (*Deus, a god*)*. *Dict (*Dico, I say; Dictus, said*)*. *Di (*Dies, a day*)*. *Diurn, journ (*Diurnus, daily*)*. *Doc, doct (*Doceo, I teach; Doctus, taught*)*.

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* The mode of using these representatives is as follows:— In looking for a word which has *acri*, you may perhaps recollect *acrimony*, which you will see at once, by referring to a dictionary, if needful, has a reference in its meaning and form to the root *acris*, which means "sharp." By the root alone you may sometimes assign a better meaning to a word than a *dictionary* would give you. Again, in *acrid*, which means *of a sharp, biting taste*, we have reference to the same root. Thus lists of *words* may be placed under the English *representative* of the root, or *under the root itself*. Three or four lines only, at a time, of these exercises *would supply* words for a good lesson.

Dom (Domus, a house). *Duc* (Duco, I lead). *Eem*, *empt* (Emo, I buy). *Fabr* (Faber, a workman). *Facil*,*facul*,*ficul* (Facilis, easy). *Fact*, *fect*, *fit*, *fic*, *fy* (Facio, I make; Fio, I am made; Factus, made). *Fall* (Fallo, I deceive), *Fer* (Fero, I bear). *Fili* (Filius, a son). *Fig*,*fict* (Fingo, I feign; Fictus, feigned). *Fin* (Finis, an end). *Fisc* (Fiscus, a money bag). *Flect*, *Flex* (Flecto, I bend). *Flor* (Flos, floris, a flower). *Flu*, *flux* (Fluo, I flow). *For* (Foro, I bore). *Frag*.*fract*,*fring* (Frango, I break). *Frater*,*fratri* (Frater, a brother). *Fug*,*fugit* (Fugio, I fly). *Fulg* (Fulgeo, I shine). *Fund*,*fus* (Fundo, I pour out; Fusus, poured).

135. Find words in which are the following English *representatives* of Latin roots:—

Geal, *gel*, *gelat* (Gelu, frost). *Ger*, *gest* (Gero, I carry). *Gener*, *genera* (Genus, generis, kind). *Grad*, *gred*, *gradu*, *gress* (Gradior, I go; Gressus, having gone). *Grav* (Gravis, heavy). *Her*, *hes* (Haereo, I stick; Hæsus, stuck). *Hered*, *herit* (Haeres, haeredis, an heir). *Hal* (Halo, I breathe). *Homi*, *hum* (Homo, a man). *Hum* (Humus, the ground). *Ign* (Ignis, fire). *Insula*, *insul* (Insula, an island). *Itiner* (Iter, itineris, a journey). *Iter* (Iterum, again). *It* (Itum, to go). *Jac*, (Jacio, I lie). *Ject* (Jactus, thrown). *Jug* (Jugum, a yoke). *Junct* (Junctus, joined). *Jur* (Juro, I swear). *Juris*, *juri* (Jus, juris, right). *Lat* (Latus, carried). *Lat*, *lati* (Latus, wide). *Later* (Latus, lateris, a side). *Leg*, *lect* (Lego, I gather, I choose). *Leg*, *lect* (Lego, I read; Lectus, read.) *Lev*, *liev*, *lief* (Levis, light). *Legis*, *leg* (Lex, legis, a law). *Libr*, *libel* (Liber, a book). *Lig*, *liga* (Ligo, I bind). *Linqu*, *lict* (Linquo, I leave, Relictus, left). *Lique*, *liqui* (Liqueo, I melt). *Loc*, *loco* (Locus, a place). *Loqui*, *loquy*, *loqu*, *locu* (Loqui, to speak). *Ludi*, *lus* (Ludo, I play). *Lun* (Luna, the moon).

The importance of the subject might justify great extension of these exercises; but we have given enough of the Latin roots for the present.

136. Find all the words that have in them the following representatives of Greek roots:—

Adelph (Adelphos, a brother). *Arch* (Arche, beginning, sovereignty). *Arithm* (Arithmos, a number). *Auto* (Autos, self). *Biblio* (Biblion, a book). *Chrono* (Chronos, time). *Deca* (Deka, ten). *Demo*, *dem* (Demos, the people). *Gram* (Gramma, a letter, writing). *Graph* (Grapho, I write). *Caco* (Kakos, bad). *Logo*, *logy*, *logu* (Logos, a word, description). *Metr*, *meter* (Metron, a measure). *Mono* (Monos, alone). *Philo*, *phil* (Philos, a friend). *Phon* (Phone, the voice). *Pol* (Poleo, I sell). *Polis* (Polis, a city). *Poly* (Polus, many). *Pyro* (Pur, puros, fire). *Scop* (Skopeo, I see). Soph (Sophos, wise). *Stle*, *stal* (Stello, I send). Techn (Techne, an *art*). *The*, *thus* (Theos, God).

A TABLE OF SAXON, LATIN, AND GREEK PREFIXES.

Obs.—The Greek marked with * at the beginning and end, and the Latin in *Roman letters*, are used in connection with the *representatives* above, as shewn in the examples of this Table. The Saxon prefixes are in Italics.

[1]PREF.	SIGNIFIC.	EXAMPLE.
A	on, in	a-foot.
Be	about, for	be-sprinkle be-speak.
[1]*En*	in, on	en-circle.
Fore	before	fore-see.
Mis	[2]error	mis-deed.
Out	excess[3]	out-run.
Over	excess[4]	overcharge
[5]*Un*	not	un-worthy.
Up	motion upwards	up-start.
With	from, against	with-draw
A	from or away	a-vert
Ab		ab-solve
Abs		abs-tain
[6]Ad	to	ad-here.
Am	round ab^{t}.	am-bient.
Ante	before	ante-date.
Circum	round ab^{t}.	circum-navigate.
Cis	on this side	cis-alpine.
[7]Con	together	con-voke.
[8]Contra	against	contra-dict
De	down	de-ject.
Dis[9]	[10]asunder	dis-tract.
[11]E, Ex	out of	e-gress.
Extra	beyond	extra-ordinary.
[12]In	in	in-ject.
Inter	between	inter-vene.
Intro	to within	intro-duce.
Juxta	nigh to	juxta-position.
[13]Ob	in the way of[14]	ob-stacle.
Per	through[15]	per-forate.
Post	after	post-diluvian.
Preter	past, or beyond	preter-natural.
Pre	before	pre-dict.
Pro	for forth forward	pro-noun. pro-voke. pro-ceed.
Re	back, again	re-tract.
Retro	backwards	retro-spect
Se	aside, apart	se-cede.
[16]Sine	without	sine-cure.
Sub[17]	under, after	sub-beadle.
Subter	under, beneath	subter-fuge.
[18]Super	above, over	super-fluous.
Trans	[19]over	trans-port.
Ultra	beyond	ultra-marine.
A, An*	without[20]	a-pathy
Amphi	both	amphi-bious.
Ana	through, up	ana-tomy.
Anti[21]	against	anti-christ.
Apo[22]	from, away	apo-stasy.
Cata	down	cata-rrh.
Dia	through	dia-phanous.
Epi	upon	epi-taph.
Hyper	over and above	hyper-critical.
Hypo	under	hypo-thesis
Meta	change	meta-morphosis
Para	near to[23]	parody.
Peri	round about	peri-phrasis.
*Syn[24]	together	syn-thesis.
Em	in, on	em-phasis.

☞ *Write out other examples to every Prefix.*

Observations.—A *Prefix* is a particle placed before a root, to vary its signification. An *Affix* is a particle added to a root, to vary its signification. [Vide Table of Affixes.]—1. *En* is changed into *em* in roots beginning with *b* or *p;* as, *embark*. 2. Or defect. 3. Or superiority. 4. Or eminence. 5. *Un* before verbs, signifies also the *undergoing of the act;* as, *unfetter*. 6. *Ad* assumes the various forms of *a*, *ac*, *af*, *ag*, *al*, *an*, *ap*, *ar*, *as*, *at*, according to the commencing letter of the root with which it is joined. 7. *Con* takes also the various forms of *co*, *cog*, *col*, *com*, *cor;* as, co-operate, &c. 8. *Contra* sometimes takes the form of *counter*. 9. *Dis* has also the forms *di*, *dif*. 10. Also negation, or undoing. 11. *E*, *ex*, take also the various forms of *ec*, *ef;* as, ec-centric, &c. 12. *In* before an Adjective signifies *not*. *In* has also the various forms of *ig*, *il*, *im*, *ir;* as, ig-noble, &c. 13. *Ob* also has the various forms of *oc*, *of*, *o*, *op;* as, oc-cur. 14. Or opposition. 15. Or thoroughly, as perfect (thoroughly done).—16. *Sine* has also the form of *sim* and *sin;* as, sim-ple (without a fold). 17. *Sub* has also the forms *suc*, *suf*, *sug*, *sup*, *sus* (contracted for *subs*). 18. *Super* has also the French form, *sur;* as, sur-mount. 19. From one place to another. 20. Or privation. 21. *Anti* has sometimes the contracted form of *ant;* as, ant-arctic. 22. *Apo* has sometimes the contracted form of *ap;* as, ap-helion (away from the sun). 23. *Para*, near to, or side by side, for the purpose of *comparison:* hence, sometimes we have *similarity*, as, *Parody;* sometimes *contrariety*, as, *Paradox*. 24. *Syn* has also the forms *sy*, *syl*, *sym;* as, sy-stem.

A TABLE OF AFFIXES,

Or TERMINATIONS derived from the Saxon, Latin, Greek, and French languages.

A derivative formed by means of an affix, has the part of speech to which it belongs *determined by the affix* rather than by the root. The *origin* as well as the *import* of the affixes it is often difficult to ascertain.

(s), (l), (g), (f), before the terminations, stand respectively for the words Saxon, Latin, Greek, French.

1. *Agents*, or *Doers* of a Thing.	(s) *An*, Guardi-an.	(l) *Ent*, Adher-ent.
	(l) *Ant*, Assist-ant.	(s) *Er*, *yer*, Bak-er.
	(s) *Ar*, Begg-ar.	(g) *Ist*, Conform-ist.
	(s) **Ard*, Dot-ard.	(l) *Ive*, Operat-ive.
	(l) *Ary*, Advers-ary.	(l) *Or*, Inspect-or.
	(f) *Eer*, Chariot-eer.	(s) *Ster*, Pun-ster.

Ate, ee, and ite, denote persons *acted upon*.

2. Adjectives denoting *of*, or *pertaining to*.	(l) *Ac*, Elegi-ac.	(s) *En*, Wood-en.
	(l) *Al*, Autumn-al.	(l) *Ic*, *ical*, Canon-ical
	(l) *An*, Republic-an.	(l) *Ile*, Infant-ile.
	(l) *Ary*, Moment-ary.	(l) *Ine*, Adamant-ine
	(l) *Ar*, Consul-ar.	(l) *Ory*, Expiat-ory.
3. Denoting *full of*, or *abundance*.	(l) *Ate*, Affectionate.	(l) *Ous*, Hazard-ous.
	(s) *Ful*, Hope-ful.	(s) *Some*, Glad-some.
	(l) *Ose*, Glob-ose.	(s) Y, or *ey*, Pith-y.

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* *Ard* is *ar* strengthened. Letters are sometimes *inserted* or *omitted*, and forms *disguised*, for the sake of euphony. Silver, stone, &c., as adjectives, *were* Silver-n, ston-en, &c.

TABLE OF AFFIXES.

(CONTINUED.)

4. Denoting *likeness.*	(S) *Ish*, Child-ish.	(S) *Ly*, Maiden-ly.
	(S) *Like*, Saint-like.	[(S) *Ly*, Kind-ly.*]

5. (L) *Ive*, Accumulat-ive; denoting *capacity*, *actively*.
(L) *Able*, Detest-able; (L) *Ible*, Contempt-ible — Denoting *capacity*, in a *passive* sense
(S) *Less*, Artless; denoting *privation*.
(S) *Ward*, Home-ward; denoting *in the direction of*.

6. **VERBS.** Affixes denoting *to make.*	(L) *Ate*, Alien-ate.	(†) *Ish*, Publ-ish.
	(S) *En*, Light-en.	(G) *Ise*, Epitom-ise.
	(L) *Fy*, Typi-fy.	(G) *Ize*, Equal-ize.

7. **ALL NOUNS**, Denoting *being* or *a state* of *being* taken *abstractedly.*	( ) *Acy*, Pir-acy.	(L) *Mony*, Acri-mony.
	(F) *Age*, Dot-age.	(S) *Ness*, Acute-ness.
	(L) *Ance*, Repent-ance.	(S) *Ry*, Rival-ry.
	(L) *Ancy*, Flagr-ancy.	(S) *Ship*, Friend-ship.
	(L) *Ence*, Condol-ence.	(S) *Th*, Dep-th.
	(L) *Ency*, Ag-ency.	(L) *Tude*, Apti-tude.
	(S)‡ *Hood*, Boy-hood.	(S) *Ty*, Loyal-ty.
	(L) *Ion*, Exhaust-ion.	(L) *Ity*, *ety*, Acid-ity.
	(G) *Ism*, Despot-ism.	(L) *Ure*, Disclos-ure.
	(F) *Ment*, Merri-ment.	(†) *Y*, Master-y.

8. **DIMINUTIVES** (S) *-kin*, (S) *-ock*, *-let* (partly French).
(G) *-isk*. (L) *-aster*.

* Adverbs denoting *quality* are formed from Adjectives by adding *ly*; other adverbial terminations are, -ce, *-st*, *-s*, *-wise*, *-ways*, and *-times*.—*-wise* is from the French *guise*, and distinct from *-ways*.

OBS. 1.—The Latin words which have been adopted have, for the most part, suffered a change of termination. Thus, placing the Latin termination first, and the English after, we have Alis, *al;* Atus, *ate;* Bilis, *ble;* Crum, *cre;* Ctus, ctum, are changed into *ct;* Culus, culum, into *cle;* Euus into *ene;* Erus into *ere*; Gnus, gnum, into *gn;* Idus into *id;* Ilis into *ile;* Inus into *ine;* Io, *ion;* Ivus, *ive*; Ns, *nt*; Ntia, *nce:* O, with a single consonant before it, is changed into *e*; as, Scribo, *scribe:* O with a double consonant, has the o and the last consonant omitted; as, Committo, *commit:* Osus, *ose*; Sus, *se*; Ssus, *ss*; Tas, *ty*; Ugium, *uge*; Unus, *une*; Urus, *ure*; Usus, *use*; Utus, utum, *ute*; Xus, *x*.

OBS. 2.—With the exception of *cle* and *ock*, all the diminutive affixes are to be found in the Table of Saxon Derivatives, §26.

OBS. 3.—*Dom*, *rick*, denote jurisdiction; as, *bishopric*, *kingdom*.

OBS. 4.—The English language has, in many instances, two sets of derivative words, expressive of the same thing or quality, the one of Saxon, the other of Latin origin; as, *fearful* (Saxon), *timid* (Latin), &c.

OBS. 5.—Besides these, there are various Greek affixes—*archy*, *graphy*, *logy*, *meter*, *scope*, *tomy*, *ma*, *y* or *e*, *sis*, *ic*, *tic*, *tics*, &c.

† Vide Saxon Derivatives, §26. ‡ Sometimes *head*.

☞ *Write out other examples to every Affix*

POPULAR ERRORS AND WORDS FREQUENTLY MISAPPLIED.

Abound { Limestone abounds *with* shells.
Shells abound *in* the limestone.
Accept, not accept *of*.
Acquiesce *in*, not *with*, nor *under*.
Acquisition of *property;* acquirement of virtue.
Acquittance from a debt; *acquittal* of a prisoner.
Adherence to *persons; adhesion* to things.
Admit, *not admit of*.
Aggressor, not *first* aggressor.
Agree—We cannot *agree* accounts. We must say, *cancel* accounts.
All of us.—There cannot be a *selection* of *all*. Say, We all; or us all.
Natural antipathy. Omit 'natural;' or say, 'natural dislike.'
Annuity of £60 per annum. Omit "per annum."
Apostroph (from apostrophos), the sign of the possessive case.
Apostrophe (from apostrophē), a sudden diversion of speech.
Approve, not *approve of*.
Aspire *to* and *after*, but not *at*.
Aught [a noun], meaning 'anything.'
Ought [a verb] implying 'duty.'
Ay, pronounced *i*, means 'yes.' } These are often
Aye, pronounced *a*, means 'ever,' 'at all times.' } confounded.
Avenge another's cause.
Revenge, to punish for one's self.
Barbarity (not 'barbarism') of manners.
Bay window, *i.e.* in any projecting shape.
Bow window, *i. e.* in the shape of a bow.
By [denoting the agent] me was he wounded *with* [denoting the instrument] a sword.
Beside means 'at the side of.'
Besides means 'in addition to.'
Capable to act.—Better 'capable of acting.'
Communicate to, means 'to impart.'
Communicate *with*, means 'to be connected with.'
Complaisant—ready to please.
Complacent—soft, mild.
Compositor—'one who arranges the types.'
Composer—an author, a writer.
Conscience—the *faculty* by which we judge of our actions.
Consciousness—the *feeling* of what passes within us.
To speak *contemptuously*—means, *disrespectfully of*.

To speak *contemptibly*—means, in a contemptible manner, and applies to the speaker.
"In course," *i. e.* in regular order.
"Of course," *i. e.* necessarily.
"Converse *together*." "Gather together." Omit '*together*.'
Different *from*, not *to*, nor *than*.
Disappointed *of* a thing, in not receiving it.
Disappointed *in* a thing, not answering our expectations.
Dispense (or deal out); as, for instance, *medicines to the poor*.
Dispense *with*—to do without.
Disposal means—giving away, management.
Disposition means—temper of mind.
Double-bedded room, *i. e.* two-bedded room.
Double-barrelled gun, *i. e.* two-barrelled gun.
Eat [present], often improperly used for 'ate' [past].
See [present] often improperly used for 'saw' [past].
Elder, eldest—applied to *persons*.
Older, oldest—applied to *things*.
Entire new, i. e. *both new and complete*.
Entirely new, i. e. *altogether new*.
Estima*tion*, Excita*tion*, Exposi*tion*, &c., denote *acts*.
Excitement, Exposure, &c., denote *states*.
Fare the well.—A solecism sanctioned by usage.
Fetch has the sense of 'go' added to 'bring.'
For why. Omit *for*: '*why*' includes the word '*for*.'
Front of a *building*. *Frontier* of a *country*.
Hanged applies to *persons*, *hung* to *things*.
Lay hold *on*; take hold *on*. Say '*of*.'
Imminent danger, i. e. *impending* danger.
Eminent man, i. e. *distinguished*.
In implies the *presence* of a person or thing.
Into implies the *entrance* of the person, &c.
An *ingenuous* [open, candid] boy, of an *ingenious* [clever] turn.
Inviolate, i. e. *uninjured*.
Inviolable, i. e. *not to be profaned*.
To act *judiciously*—*with judgment*.
Judicially—in the form of *legal judgment*.
Justice applies to *persons*, justness to *things*.
Legislation—an *act*. Legislature—a *power*.
Licence—legal permission. Licentiousness—contempt of just restraint.
"I had like to have fallen."—Altogether incorrect. Say, "I was near falling."
Like (similar), sometimes used improperly for *likely* (probable).
"A little, *not much*."—A common phrase: better, '*Only* a little.'
Make much on. Say '*of*.'
Manufactory refers us to the building; manufacture, to the articles made there.

Medical refers to the *art* of healing; medicinal, to the *properties* or *powers* of healing.

"How old *may you be?*" Say, "How old are you?"

"Whatever the weather *may be*." Say '*is*.'

Memory is a *power*—remembrance its *exercise*.

In the *midst* of the garden. Say '*middle*.'

Mutual friend. Say '*common* friend.'

"Need *for*." Say 'need *of*,' or 'necessity *for*.'

Negligence is a *careless habit*. Neglect is an *act*.

"From *now*." Say '*From this time*.'

An opportunity *to send*. Better '*for sending*.'

Opposite. Say always 'opposite *to*.'

Origin signifies '*first existence*.' Original means 'the *source* of the *origin*.'

Polity is the *form* of government. *Policy* is the *art* of governing, prudence, &c.

Precarious weather would imply 'weather depending on the *will* or *humor* of another.' Say *changeable*, or *unsettled*.

Premise *with*. Say '*premise*,' i. e. to explain previously.

Primitive, as equivalent to *original*, is opposed to *derivative*.

Primary, as equivalent to *principal*, is opposed to *secondary*.

Propose—*to offer for consideration*. Purpose—to *intend*.

Prosecute, i.e. at law, to follow on. *Persecute* is to pursue with malignity.

Providently—with *foresight*.

Quality implies something inherent, or co-existent.

Qualification is something artificial that qualifies.

Qualmish refers to sickly languor.

Squeamish—fastidious.

Quantity of people; "as if they were measured or weighed."—Dr. Crombie. Say '*number*.'

Receipt—"a prescription of ingredients in household economy."

Recipe—a medical prescription.

"He was *recommended* to try." Say '*advised*.'

"Restore *me* to health." Better '*health to me*.'

Retrospect—"the look thrown back." *Retrospection*—"the act or faculty of looking back."

Rout—the *confusion* of defeat. *Route*—the road taken.

Scrutinize, not 'scrutinize *into*.'

Sophism—a fallacious argument.

Sophistry means fallacious reasoning.

A good *stamina*. '*Stamina*' is plural: omit *a*.

Subtle—"*acute in invention*.' Subtile—*thin*, *fine*, &c.

"*Summons* a man." Incorrect, because '*summons*' is a *noun*; '*summon*' the *verb*.

"*Surrounded on all sides*." Omit '*on all sides*.'

Track—a beaten path. *Tract*—a region.

Veracity is applied to *persons* only; *truth*, to *things* &c.
"*Unloose.*" Say '*to loose.*'
Above or *below* stairs—referring to a person *staying* there.
Up or *down* stairs, when a person is *moving* about.
Venom is an *animal* poison. *Poison* is a general term.
Vulgarism refers to an *expression*; *vulgarity*, to the *language* or *manners*.

QUESTIONS ON ETYMOLOGY.

OBS.—The TABLE OF CONTENTS will furnish the means of getting answers. The Answers are not appended, that the Pupil* may search for himself, and discover the connection between the Questions and the Answers he gives. It is the intention of the Author to publish a *complete* set of Questions.

NOUNS.

What is a noun? How are nouns varied? What is number? How many numbers have nouns? How is the plural generally formed? How do nouns ending in *s*, *sh*, *ch*, *x*, or *o* form the plural? How do nouns in *y* form the plural? How do nouns in *f* or *fe* form the plural? What is the plural of *man*, &c.?—How do nouns in *ch*, sounded *k*, form the plural? How do nouns in *io* and *ff* form the plural, and those that do not change *f* or *fe* into *ves* in the plural? What are common, proper, and collective nouns? What are abstract and verbal nouns? Write some nouns that have only a singular, that have only a plural, and some that are used in both numbers. What gender is parent, etc.? What is meant by *gender*? How many are there? What do the masculine, feminine, and neuter genders denote? What is the feminine of *nephew*, &c.? What is case? How many cases have nouns? Which two are alike? How are the possessive singular and the possessive plural formed? Decline the words *woman*, *child*, *lady*, &c.

ADJECTIVES.

What is an adjective? How many degrees of comparison are there, and how are they formed? Compare the adjectives *good*, *little*, *far*, *near*, *bad*, &c. How are adjectives of *one*, or of more syllables compared? When is the final consonant doubled before *r* or *er*? Is *y* always changed into *i* before *er* or *est*? Do all adjectives admit of comparison? How are *much* and *many* applied? How are adjectives ending with *e* final often compared?

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* Let the Pupil write out the Answers.

PRONOUNS.

What is a pronoun? Which is the pronoun in "*You sing well?*" Decline the personal pronouns. Write down all the possessive pronouns. Which are demonstrative? When are *who*, *which*, and *what* called interrogatives? Which are relatives? How is *who* declined? When are *his* and *her* possessive pronouns? When is *that* a conjunction, when a demonstrative, and when a relative pronoun? What are reciprocal pronouns? How are the words *who*, *which*, and *that* applied? What sort of word is *what?* What is the antecedent?

VERBS.

What is a verb? How many kinds of verbs are there, and what do they each express? Repeat the auxiliary verbs. Conjugate the verb to *teach*, *write*, *fall*, *show*, *love*, actively and passively.

ADVERBS.

What is an adverb? Are *all* words that end in *ly* adverbs? Are adverbs ever compared? When are *more* and *most* adverbs?

PREPOSITION.

What is a preposition? Illustrate it by examples, and enclose the prepositions in brackets. What case does a preposition require?

CONJUNCTION.

How many kinds of conjunctions are there? Give a few examples with conjunctions marked.

FINIS.

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